

Bowerham Pupil Premium Strategy Statement 2022-23

To effectively narrow the gap in attainment for children in receipt of Pupil Premium funding, so they are in line with their non- pupil premium peers.

We aim to support all eligible pupils to make good progress and overcome barriers to learning through effective programmes of intervention in teaching and learning, enrichment and pastoral provision. Through robust evaluation if pupil standards the funding has been devolved to enhance the provision for pupils with complex needs both pastorally and academically in order to narrow the gap in attainment and progress against non-pupil premium pupils.

1. Summary Information					
<b>School</b>	Bowerham Primary and Nursery school				
<b>Financial Year</b>	<b>2022-23</b>	<b>Total PP budget</b>	£129,510	<b>Date of most recent PP Review</b>	Feb 2023
<b>Total number of pupils</b>	511 89 of which are nursery	<b>Number of pupils eligible for PP</b>	PP 22%  Ever 6  19%	<b>Date for next Strategy Review</b>	Oct 22 Feb 2023 April 2023

2. Current Attainment										
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21/22	Reading		Writing		GPS		Mathematics		Combined RWM	
NOR 60	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS
School TA 22	49 82%	25 42%	47 79%	22 37%			48 80%	29 48%	47 78%	20 33%

School Test results	77%	32%	47 79%	22 37%	75%	40%	77%	38%	41 68%	12 20%
2019 National Average	73% ↑	27% ↑	78% ↑	20% ↓	78% ↓	36% ↑	79% ↓	27% ↑	65% ↑	
National headlines for 2022	74% ↑		69% ↑		72% ↑		71% ↑		59% ↑	
FSM	50%	20%	50%	20%	50%	30%	50%	30%	50%	20%
Average Scaled Score School	106		N/A		107		107			
Average Scaled Score National 19 22	104  105		N/A		106  105		105  104			

### 3. Barriers to learning from analysis of needs carried out by the families team

#### In school barriers

- Some children within the group have specific learning needs or complex needs which require additional provision both in and out of class
- Historical issues surrounding education as a priority
- Narrow life experiences meaning they are unable to access some areas of the curriculum i.e. writing
- Vocabulary size in early years and KS 1 and 2 – needs increasing to ensuring breadth and narrowing the gap
- Writing stamina

#### External Barriers

- A small minority have attendance and punctuality issues
- Children within the group have identified welfare needs and have been working with agencies such as social care, CFWB service, CAMHS and other emotional support services including Freedom for Children and CANW.

- Issues surrounding age-appropriate boundaries and guidance -Sleep deprivation due to poor behaviour expectations and routines/ use of YouTube and gaming apps.
- Engagement with families who have a number of agencies working with them
- Narrow life experiences and aspirations due financial constraints, time and priority
- Large number have screens, computers and gaming devices in their bedrooms as a result (and also due to parenting boundaries) children are not going out to play or having 'time' away from the screen. Lack of parental guidance on Keeping safe online
- School and learning not seen as important or past 'life school' experiences impacting on children's learning
- Screen time narrowing the children's experience and being used as a babysitter rather than using the screen to broaden and support education
- Overprotective and 'I want' parenting giving children the power and decision making
- Lack of face to face family time and shared daily experiences
- Cultural Capital low- lack of experiences and activities mean a significant amount of time spent on screens
- Reduction on services and rising thresholds meaning more vulnerable/ struggling families not getting the support they needs

Planned Expenditure					
Academic Year- 2022-23					
<b>Quality of Teaching for all- Pastoral</b>					
Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	Review

<p>To reduce the gap of achievement of vulnerable/ PPG groups.</p>	<p>Ensure any gaps in learning are identified and planned for through weekly planning.  Friday ‘catch up’ sessions.  8:30am interventions  Mapped Matrix of learning for different groups of children.  1:1 tuition for targeted groups.  Staff deployment to allocate support and intervention as needed.  The development of individual learning plans to include all areas of development and activities to access further at home shared on Showbie.  Use of ‘Bugclub’ to ensure reading progression and access to further reading for all beyond the school day.  Lead SLT member to be the champion for our vulnerable children.  focus on writing across the curriculum, with a focus on stamina and expectation</p>	<p>School data suggests that PPG/ disadvantaged children have been affected mostly by COVID19 in terms of academic achievement. Further support and curriculum development is needed to address this and help close the gap.</p>	<p>Cohort target analysis.  Pupil progress meetings  Achievement data</p>		
<p>To ensure effective metacognition in all learners</p>	<p>Cohort academic planning to ensure the whole learning experience is rich, varied and relevant to the specific cohort.  Continued use of school assessment for learning procedures and policies.  Environment set up to promote recall of prior learning including PowerPoints available on children’s desks.  Regular brain breaks  Memory games provision  Structured starters designed to activate prior learning knowledge</p>	<p>Metacognition and self-regulated learning is proven to be the most cost effective way of ensuring progress across the curriculum (EEF April 2018).</p>	<p>Metacognition audit and EYFS Independent behaviours assessment.  Typical assessments of metacognition that can be used in the classroom by teachers include:  • <b>traces</b>—observable metacognitive strategies used by pupils while completing a task, such as underlining a passage or making notes;</p>		

			<ul style="list-style-type: none"> <li>• <b>observation</b>—observing learners while they are completing a task, and estimating their use of metacognition directly, allows teachers to take non-verbal behaviours and social interactions into account; recording measures like <b>'time-on-task'</b> or <b>homework completion rates</b> can also let teachers make inferences about self-regulated learning;</li> <li>• <b>self-report questionnaires</b>—perhaps the most common assessment strategy is retrospective pupil self-reporting in the form of questionnaires (a note of caution should attend this method: recalling metacognitive strategies accurately is a difficult challenge for learners);</li> <li>• <b>structured interviews</b>—though challenging to implement, interviews can take the form of a hypothetical learning scenario, with pupils asked to describe how they would use self-regulated learning strategies during it, thus allowing them to access, or not, more context-specific strategies;<sup>43</sup> and</li> <li>• <b>talk aloud protocols</b>—assessments that get</li> </ul>	
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			pupils to express their thought processes while doing a particular task (these self-reporting measures, however, may be biased by pupils' literacy and ability to articulate their thoughts).		
To ensure a strong foundation for children at the start of their learning journey	Fund nursery fees in addition to 15 hours universal or 2 year old funding Introduced NELI and RBA Engage children in high quality speech and language activities – songs, rhymes, letters and sounds, stories and make believe play. Continue focus on sensory experiences, building independence and encourage making healthy choices.	Vocabulary size relates academic success. EYFS is crucial for increasing breadth	Welcomm assessments- referrals to SALT	EYFS	Termly
Staff training on trauma and support for those vulnerable children and Post looked after	Fund training by school EP	Training ensures shared approach to all children at the point of need	Monitoring by SLT data	SLT	Termly
Total budgeted cost					£114360
<b>Targeted/intervention Support</b>					
Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	Review
Early intervention given for families at the point of need.	To support and monitor referrals. Support is timely, appropriate and focussed on the children making good progress from their starting points.	Families that have early intervention to help meet their needs has a direct impact on outcomes for children. Children cannot learn without their	Professional contacts list  Pastoral meetings		

	<p>Referrals to the LA are completed efficiently and support/ interventions received begin sooner rather than later.</p> <p>Pastoral team to work with staff and areas of concern to ensure referrals to external agencies when needed.</p> <p>Pastoral support provided to targeted groups as identified by the Overview of Needs in each year group bubble.</p>	<p>basic- physical and emotional needs being met (Maslows Hierarchy of Needs). Supporting families supports children and helps them to thrive.</p>	<p>Year group meetings and discussion of concerns.</p> <p>TAF meetings</p> <p>Liaising with external agencies.</p> <p>Tracking chronology through CPOMS</p>		
<p>To ensure parents are fully informed of the way children learn so to support the importance and reason for homework and ILP work at home.</p>	<p>Training and support for parents on how children learn – evidenced based to support work at home and parents being the main educator 20- school and 80 home</p>	<p>Evidence based of research of metacognition</p>	<p>Monitored through data analysis and overview of needs</p>	<p>JG, SB</p>	<p>termly</p>
<p>Intervention matches accurately the needs of the pupils to improve achievement.</p> <p>To support children to access the curriculum and make progress towards meeting year group expectations/ expected progress.</p>	<p>Additional resources to support the provision map</p> <p>Assessment procedures in place to identify specific difficulties and barriers to learning.</p> <p>Overview of needs</p> <p>Tuition support for small groups and 1-1 interventions in order to remove barriers to learning in literacy, maths – areas identified from data e.g. writing groups, comprehension strategies, language development.</p>	<p>Timely and early intervention means gaps can be narrowed before they get wider.</p>	<p>Monitored by SEND team</p> <p>Support /interventions are monitored and evaluated for effectiveness and progress of the children.</p>	<p>JG and team</p>	<p>termly</p>

	Support is timely, appropriate and focussed on the children making good progress from their starting points				
To provide clear strategies to support individual children with additional needs to maximise their potential	<p>Educational Psychologist and SENDCO assessments and action plans in place.</p> <p>Individual Learning Plans developed to target areas of needs with activities and provision.</p> <p>Work with external agencies such a SALT, ADHD pathways, School Health to ensure action plans and resources are added to ILPs.</p> <p>Ensure pupil passports are in place and used effectively</p>	Early support to ensure all needs are met from all agencies.	Support /interventions are monitored and evaluated for effectiveness and progress of the children.	SEND team	Termly Annual reviews
Total budgeted cost					10000
<b>Enrichment</b>					
Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	Review
To support families in ensuring that financial difficulties do not prevent children from experiencing enhanced learning opportunities and experiences. Including holiday clubs, sports clubs, musical	<p>Fund year group trips and as well as residential in year 6</p> <p>Foodbank support</p> <p>Hygiene bank support</p>	Ensuring that children get the same opportunities	<p>Pastoral team monitoring and weekly meeting's</p> <p>Whole school approach</p>	Pastoral team and SLT	termly



clubs, uniformed groups					
To support children on PP to fully for board and lodgings when on school residential	Fund Board and lodges for residential	Ensure no barrier to school residential	All office staff to know and ensure parent are communicated with	Office and pastoral team, SLT	As and when
To support children to learn a musical instrument or other external enrichment clubs where money shortage means this is not a priority	Fund music, clubs etc for those children who we have identified as in need and from their barriers and answers in questionnaires	Giving children wider opportunities and experiences gives them aspirations to succeed	Pastoral team monitoring and weekly meeting's  Whole school approach	Pastoral team and SLT	Termly
To ensure that all children are given equal opportunities and that money is not the barrier.	Providing transport, Uniform, headlice treatment, Christmas presents and other incidentals for families in need. This gives families that otherwise could not afford uniform a sense of belonging.  Provide funding for casual club  Referrals for families for emergency assistance when needed.	EEF, although low impact and cost this supports those families who just can't afford it.	Targeted at the point of need.	Office and pastoral team	As and when
Total budgeted cost					10000
<b>4. Overall Data Impact</b>					
<b><u>Pupil Premium</u></b>					

**KS1**

Reception	No of pupils	% of pupils working at the expected standard			
		Reading	Writing	Maths (N&SSM)	GLD
Pupil Premium	6	67%	67%	67%	50%
		4	4	4	3
Non Pupil Premium	52	81%	65%	85%	63%
		42	34	44	33
<b>All children</b>	58	79%	66%	81%	62%
		46	38	47	36

YGE	Year 1		Year 2		ALL	
No of pupils	8		12		20	
Reading	2 25%	2 25%	5 42%	10 83%	7 35%	12 60%
Writing	2 25%	3 38%	4 33%	11 92%	6 30%	14 70%
Maths	3	3	5	12	8	15

	38%	38%	42%	100%	40%	75%
RWM	EXP: 12.5%		3/25%		4 20%	

**PPG KS2**

YGE	Year 3		Year 4		Year 5		Year 6		ALL	
No of pupils	14		12		10		17		53	
Reading	9 64%	14 100%	9 75%	12 100%	5 50%	3 30%	13 76%	15 88%	36 68%	44 83%
Writing	9 64%	12 86%	2 17%	9 75%	5 50%	4 40%	7 41%	10 59%	23 43%	35 66%
Maths	10 71%	12 86%	8 67%	10 83%	2 20%	2 20%	14 82%	14 82%	34 64%	38 72%
RWM	EXP: 9/64%		EXP: 2/17%		EXP: 2/20%		EXP: 7 / 41%		20 38%	

### Summary-Autumn 2022

- EYFS achievement is 67% in RWM – this shows that there is consistency. This is lower than non-free school meals – this is where there is a dip in writing in relation to reading and Maths.
- Yr 1 progress for Reading, Writing and Maths is poor. This is an area that needs to be addressed through their cohort targets. For the Spring term children are going to be taught in smaller groups and children who have not met their ELG will be trackers using PIVATs.
- Yr2 progress is very good in progress, this is much lower in the National average. The children who are PPG are also on the SEN list.
- KS1 data is poor and this needs to be tracked closely and to ensure that provision is put in place to address the issues. Freya and Pepper will be supporting the Reading in Key Stage One.
- KS 2 reading both progress is good overall apart from Yr 5. Peggy and Anne will be working with the Yr 5 team for 2 afternoons a week.
- Year 5 PPG children will need to be a focus on their cohort targets.
- As a school we need to monitor the use of the home enrichment and ensure that pre learning is taking place. It is often noted that children on the PPG list are at a disadvantage for experiences at home –this is where the children need these experiences.

Spring Data:

### Pupil Premium

Groups	No of pupils	% of pupils working at the expected standard			
		Reading	Writing	Maths	GLD
Pupil Premium	4	75%	75%	75%	75%
		3	3	3	3

Non Pupil Premium	52	83%	71%	81%	65%
		43	37	42	34
<b>All children</b>	56	82%	70%	80%	68%
		46	39	45	38

**KS1**

YGE	Year 1		Year 2		ALL	
No of pupils	7 not including HB		12		19	
Reading	2 25%	4 50%	5 42%	9 75%	7 37%	13 68%
Writing	2 29%	3 38%	4 33%	8 67%	6 31%	11 58%
Maths	1 14%	3 43%	5 42%	11 92%	6 31%	14 73%
RWM	EXP: 0%		4/33%		4 21%	

**PPG KS2**

<b>YGE</b>	<b>Year 3</b>		<b>Year 4</b>		<b>Year 5</b>		<b>Year 6</b>		<b>ALL</b>	
No of pupils	14		12		9		17		52	
Reading	9 64%	14 100%	9 75%	12 100%	3 33%	6 67%	11 65%	11 65%	32 62%	43 83%
Writing	9 64%	12 86%	3 25%	9 75%	4 44%	5 56%	13 76%	8 47%	29 56%	34 65%
Maths	10 71%	12 86%	5 42%	7 58%	3 33%	4 44%	12 71%	11 65%	30 58%	34 65%
RWM	EXP: 9/64%		EXP: 4 (33%)		EXP: 2/22%		EXP: 8 / 47%		23 44%	

**Summary- Spring 2023**

**Reception – There is a GLD for the PPG children in Rec with just 1 child off track.**

**Yr 1 – PPG achievement in Yr 1 is low – this needs to be a focus on the Yr 1 cohort targets – Provision to be reviewed. Parent engagement to be increased for these children – provide intervention for these children at 8.30am. Kindles to be sent home with home enrichment activities and pre learning sessions to take place to ensure that the children are given the opportunities to support their learning.**

**Yr 2 – Progress is better for personal targets rather than YGE, Writing is the lower of the 3 areas – Writing provision to be put in place. Children who have been identified to take part in a writing intervention. Pre learning opportunities to be given to these children – Kindles to be sent home with them with pre learning activities.**

**Yr 3 – Most children are meeting their personal targets in Year 3, especially in reading. Children have been identified and seating arrangements in the classroom have been looked at. Children have been identified and provision has been put in place – Small groups and adult led groups.**

**Yr 4 – Writing for PPG children is low – Writing project has been put in place linked to children's interest.**

**PPG attainment, both AGE and personal targets, in Year 5 and 6 is low. The following provision to be put in place to narrow the gap. Pre learning workshops to be put in place on a**

**Friday intervention time in preparation for next week's learning. Kindles to be sent home to address pre learning sessions. 8.30am intervention time to continue to support narrowing the gap and addressing misconceptions.**