

Bowerham Pupil Premium Strategy Statement 2023-24

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 of 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					
School	Bowerham Primary and Nursery school				
Financial Year	2023-24	Total PP budget	£143,755	Date of most recent PP Review	September 23
Total number of pupils	479 62 of which are nursery	Number of pupils eligible for PP	PP – 86 children 18% Ever 6 – 72 children 15%	Date for next Strategy Review	January 24 April 24

2. Current Attainment										
22/23	Reading		Writing		GPS		Mathematics		Combined RWM	
NOR 60	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS
School TA 22										
School Test results	83%	22%	75%	10%	75%	40%	78%	20%	41 68%	12 7%

National headlines ³ for 202	73%		71%		72%		73%		59%	
FSM	82%	18%	65%	6%	82%	30%	76%	24%	50%	20%
Average Scaled Score School	105		N/A		104		105			
Average Scaled Score National 23	105		N/A		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 from experiences
- Vocabulary size in early years and KS 1 and 2 – needs increasing to ensuring breadth and narrowing the gap
- Writing stamina
- Attendance can cause a barrier to children’s learning
- Speech and Language difficulties
- Attitude to learning

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, Winston’s Wish, YMCA
- 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 several agencies working with them
- Narrow life experiences and aspirations due financial constraints, time, and priority
- Substantial 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- 2023-24					
Quality of Teaching for all- Pastoral					
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 reduce the gap of achievement of vulnerable/ PPG groups.	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 and cohort targets	School data suggests that PPG achievement is low in certain year groups.	Cohort target analysis Pupil progress meetings Achievement data Overview of needs	L Denison Jo Banks	

	<p>developed to support the PPG children if attainment is low.</p> <p>Staff training on Rosenshine’s principles 1:1 tuition for targeted groups.</p> <p>Staff deployment to allocate support and intervention as needed.</p> <p>Use of ‘Bugclub’ to ensure reading progression and access to further reading for all beyond the school day.</p> <p>Lead SLT member to be the champion for our vulnerable children – LD</p> <p>Focus on writing across the curriculum, with a focus on stamina and expectation.</p> <p>Ensure that disadvantaged children are given opportunities that they may not have access to. School to provide the opportunities.</p> <p>LD to track attainment for children on the PPG list.</p> <p>LD to work with families to improve children’s outcomes.</p> <p>Provide financial support for families – working with Jeni Meadows from Citizen Advice</p>		<p>Monitoring of use of Showbie/Bug Club/parental communication.</p> <p>LD building relationships with vulnerable families and children.</p> <p>Monitor club participation.</p>		
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 to support families in need.	Vocabulary size relates academic success. EYFS is crucial for increasing breadth.	<p>Welcomm assessments-referrals to SALT</p> <p>Interventions in place</p> <p>Building strong relationships with parents and children</p>	EYFS	Termly
Total budgeted cost					£8136

Targeted/intervention Support					
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. Pastoral team to work with staff and areas of concern to ensure referrals to external agencies when needed. Pastoral support provided to targeted groups as identified by the Overview of Needs in each year group. Building relationships with families to ensure that they can access support.	Families that have early intervention to help meet their needs has a direct impact on outcomes for children. Children cannot learn without their basic- physical and emotional needs being met (Maslows Hierarchy of Needs). Supporting families supports children and helps them to thrive.	Professional contacts list Pastoral meetings Year group meetings and discussion of concerns. TAF meetings Liaising with external agencies. Tracking chronology through CPOMS	SLT and Staff members	
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.	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 Continue to monitor the use of Showbie and the interaction/support from home and school to develop best outcomes for children.	Evidence based of research of metacognition Behaviour training Safeguarding training and online safety training	Monitored through data analysis and overview of needs	JG, UE, LD JB &SLT	termly
Intervention matches accurately the needs of the pupils to improve achievement.	Additional resources to support the provision map Assessment procedures in place to identify specific difficulties and barriers to learning.	Timely and early intervention means gaps can be narrowed before they get wider.	Monitored by SEND team Support /interventions are monitored and evaluated for	JG and team	termly

<p>To support children to access the curriculum and make progress towards meeting year group expectations/ expected progress.</p>	<p>Overview of needs</p> <p>7-year story will identify cohorts and classes that have a larger number of PPG- extra TA support will be given to support those children and families directly</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>Support is timely, appropriate and focussed on the children making good progress from their starting points</p>	<p>Identifying children who are at risk.</p> <p>Support and intervention at the time of need and linked to short term and long-term learning targets, progress and achievement</p>	<p>effectiveness and progress of the children.</p> <p>Termly assessment and data overviews</p>		
Total budgeted cost					£61,117.91
Enrichment					
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 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>	<p>Fund year group trips and as well as residential in year 6</p> <p>Foodbank support</p> <p>Hygiene bank support</p> <p>Work closely with other external charities and support.</p>	<p>Ensuring that children get the same opportunities regardless of background or financial situation</p>	<p>Pastoral team monitoring and weekly meeting's</p> <p>Whole school approach</p> <p>Staff given up to date training to ensure that children and families are being identified.</p>	<p>Pastoral team and SLT</p>	<p>termly</p>

clubs, uniformed groups	<p>Make links with Citizen Advice to support families</p> <p>Member of staff within school has gained trustee status for Citizen Advice</p> <p>Poverty proofing for all families</p>				
To support children on PPG to fully for board and lodgings when on school residential	Fund Board and lodging for residential	Ensure no barriers 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	<p>Pastoral team monitoring and weekly meeting's</p> <p>Whole school approach</p> <p>PPG children questionnaires</p>	Pastoral team and SLT	Termly
To ensure that all children are given equal opportunities, and that money is not the barrier.	<p>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.</p> <p>Provide funding for casual club</p> <p>Referrals for families for emergency assistance when needed.</p> <p>Poverty proofing</p>	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 £7984.35

4. Overall Data Impact

Pupil Premium

Groups	No of pupils	% of pupils working at the expected standard			
		Reading	Writing	Maths	GLD
Pupil Premium	6	50%	50%	66.6%	66.6%
		3	3	4	4
Non Pupil Premium	51	96%	92%	96%	88%
		49	47	49	45
All children	57	91%	86%	91%	82%
		52	49	52	47

KS1

YGE	Year 1		Year 2		ALL	
No of pupils	10		11		21	
Reading	5 50%	5 50%	4 36%	8 73%	9 43%	13 62%

Writing	5	5	4	10	9	15
	50%	50%	36%	91%	43%	71%
Maths	5	5	4	9	9	14
	50%	50%	36%	82%	43%	67%
RWM	4/40%		4 36%		8 38%	

KS2

YGE	Year 3		Year 4		Year 5		ALL	
No of pupils	13		13		9		35	
Reading	8 62%	12 92%	9 69%	13 100%	3 33%	2 22%	20 57%	27 77%
Writing	8 62%	12 92%	5 38%	12 92%	4 44%	5 56%	17 50%	29 82%
Maths	9 69%	9 69%	10 77%	13 100%	3 33%	3 33%	22 62%	25 71%
RWM	8/62%		5/42%		3/11%		16/45%	

Summary- Summer 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 at 50% in all 3 areas of R,W,M. – this needs to be a focus on the Yr 1 cohort targets – Provision to be provided. 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 – Personal achievement for R, W, M is good. ARE is lower and these targets needs to be monitored and to ensure that we are being ambitious. Provision to be put in place for these children and to ensure that interventions and experiences are given to support the children.

Yr 3 – Most children are meeting their personal targets in Year 3, especially in reading and writing. Children have been identified and provision has been put in place.

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.
