

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
- Confidence in 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	L Denison Jo Banks	

	<p>developed to support the PPG children if attainment is low.</p> <p>Staff training on Roseshine’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.</p> <p>School to provide</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>Overview of needs</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>		
<p>To ensure a strong foundation for children at the start of their learning journey</p>	<p>Fund nursery fees in addition to 15 hours universal or 2-year-old funding to support families in need.</p> <p>Staff training – interactions/role of the adult, language development</p>	<p>Vocabulary size relates academic success. EYFS is crucial for increasing breadth</p> <p>Parental engagement has a significant impact on pupil progress and outcomes</p>	<p>Monitoring of Interventions</p> <p>Building strong relationships with parents and children</p> <p>Pupil progress meetings- continuous review</p> <p>Achievement data</p>	<p>EYFS</p>	<p>Termly</p>

	<p>Parental workshops alongside child/ren- to increase parental confidence and knowledge</p> <p>Wellcomm assessments and referrals to SALT- with appropriate interventions in place</p> <p>Home learning resources- lending library bags, PSED resources etc.</p>				
To support a continued and successful learning journey for PCLA and Service children	All PCLA to have a PEP to monitor their academic, social and well being progress ensuring that support and intervention are at the point of need	Evidence shows that tracking progress and well being can support each child	PEP and using Reach for Care to support parents and carer and Reach2teach.		
			Using the resources of the virtual school		
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.	<p>To support and monitor referrals. Support is timely, appropriate and focussed on the children making good progress from their starting points.</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</p>	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	<p>Professional contacts list</p> <p>Pastoral meetings</p> <p>Year group meetings and discussion of concerns.</p> <p>TAF meetings</p>	SLT and Staff members	

	Needs in each year group. Building relationships with families to ensure that they can access support.	families supports children and helps them to thrive.	Liaising with external agencies. Tracking chronology through CPOMS		
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. Targeted homework to support children to narrow the gap	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 EYFS to provide targeted workshops to upskill parental knowledge - inviting parents into school to work alongside their child/ren Continue to monitor the use of Tapestry and Showbie (online learning platforms) and the interaction/support from home and school to develop best outcomes for children. Homework club and support for children who need to narrow the gap – support for parents to help with the homework and resources in school.	Evidence based of research of metacognition Behaviour training Safeguarding training and online safety training EFF evidence shows high impact and low cost	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. Identifying children who are at risk.	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 so f 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>EYFS to provide targeted support for children who have narrow life experiences via trips and outings into the local community – children can then draw from these experiences when talking to their peers and later when writing from experiences</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 clubs, uniformed groups</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>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>	<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>
<p>To support children on PPG to fully for board and lodgings when on school residential</p>	<p>Fund Board and lodges for residential</p>	<p>Ensure no barrier to school residential</p>	<p>All office staff to know and ensure parent are communicated with</p>	<p>Office and pastoral team, SLT</p>	<p>As and when</p>
<p>To support children to learn a musical instrument or other external enrichment clubs where money shortage means this is not a priority</p>	<p>Fund music, clubs etc for those children who we have identified as in need and from their barriers and answers in questionnaires</p>	<p>Giving children wider opportunities and experiences gives them aspirations to succeed</p>	<p>Pastoral team monitoring and weekly meeting's</p> <p>Whole school approach</p> <p>PPG children questionnaires</p>	<p>Pastoral team and SLT</p>	<p>Termly</p>
<p>To ensure that all children are given equal opportunities,</p>	<p>Providing transport, Uniform, headlice treatment, Christmas presents and other incidentals for families in need. This gives</p>	<p>EEF, although low impact and cost this supports those families who just can't afford it.</p>	<p>Targeted at the point of need.</p>	<p>Office and pastoral team</p>	<p>As and when</p>

and that money is not the barrier.	families that otherwise could not afford uniform a sense of belonging. Provide funding for casual club Referrals for families for emergency assistance when needed. Poverty proofing				
Total budgeted cost					£7984.35

4. Overall Data Impact

Pupil Premium

	No of pupils	% of pupils working at the expected standard			
		Reading	Writing	Maths	GLD
Pupil Premium	9	67%	56%	67%	56%
Non Pupil Premium	48	60%	50%	71%	56%
All children	57	75%	63%	79%	78%

KS1

YGE	Year 1		Year 2		ALL	
No of pupils	6		11		17	
Reading	2 33%	27 33%	6 55%	5 45%	8 47%	7 41%
Writing	2 33%	2 33%	4 36%	4 36%	6 35%	6 35%
Maths	3 50%	3 50%	5 45%	9 82%	8 47%	12 71%
RWM	2 33%		4 36%		6 35%	

KS2

YGE	Year 3		Year 4		Year 5		Year 6		ALL	
No of pupils	12		17		13		9		51	
Reading	5 42%	12 100%	12 71%	17 100%	3 23%	7 54%	4 44%	4 44%	24 47%	40 78%

Writing	4 33%	10 83%	8 47%	11 65%	4 31%	11 85%	4 44%	7 78%	20 39%	39 76%
Maths	5 42%	11 92%	13 76%	15 83%	6 46%	9 69%	5 56%	4 44%	29 57%	39 76%
RWM	4/33%		8/47%		EXP: 1 (8%)		EXS: 4/44%		17/33%	

Summary- Autumn 2023

Reception – Currently the children who are identified as PPG are performing as well as children who are not identified as PPG. The interventions provided are working well for the children, including Drawing Club etc.

Year 1 – PPG children are not making good levels of development and progress.

These children need to be identified for the PPG working in collaboration programme and working together plans need to be created with parents. The 3 children who have not made the progress have other factors that contribute to learning and achievement.

Yr 2 – Maths is a strength for PPG.

Reading and writing is low especially in writing.

PPG achievement in Yr 2 is low – this needs to be a focus on the Yr 2 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. – Pastoral team to monitor this.

Yr 3 – The interventions that are in place are a success, currently. These are having an impact for children’s progress scores.

Yr 4 – 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. – This is continue.

Yr 5 – Children are meeting their progress scores in writing, however targets are lower for these children. These children need to be identify and interventions and working together plans put in place to ensure there is collaborative learning.

Year 6 - PGG attainment, both AGE and personal targets, in Yr6 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. Working together plans and working in collaboration with family.
