

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					
School	Bowerham Primary and Nursery school				
Financial Year	2023-24	Total PP budget	£129,510	Date of most recent PP Review	September 23
Total number of pupils	475 61 of which are nursery	Number of pupils eligible for PP	PP – 89 children 19% Ever 6 – 75 children 16%	Date for next Strategy Review	January 24 April 24

2. Current Attainment

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	22			48	29	47	20

			79%	37%			80%	48%	78%	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	104		N/A		106		105			
22	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 from experiences
- 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, 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 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- 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.	<p>Ensure any gaps in learning are identified and planned for through weekly planning.</p> <p>Friday 'catch up' sessions.</p> <p>8:30am interventions</p> <p>Mapped Matrix of learning for different groups of children.</p> <p>1:1 tuition for targeted groups.</p> <p>Staff deployment to allocate support and intervention as needed.</p> <p>The development of individual learning plans to include all areas of development and activities to access further at home shared on Showbie.</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>	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>Cohort target analysis.</p> <p>Pupil progress meetings</p> <p>Achievement data</p> <p>Overview of needs</p> <p>Monitoring of use of Shobie/Bug Club/parental communication.</p>	L Denison Jo Banks	
To ensure effective metacognition in all learners	<p>Cohort academic planning to ensure the whole learning experience is rich, varied and relevant to the specific cohort.</p> <p>Continued use of school assessment for learning procedures and policies.</p>	Metacognition and self-regulated learning is proven to be the most cost effective way of ensuring progress across the curriculum (EEF April 2018).	Metacognition audit and EYFS Independent behaviours assessment.		

	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 The use of Rosenshine Principles to support the development of teaching practise across school with a focus on question and building schemer to ensure progression of learning.				
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	Welcomm assessments- referrals to SALT	EYFS	Termly
Staff training on trauma, behaviour and Safeguarding.	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					
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.	Families that have early intervention to help meet their needs has a direct impact on outcomes for children. Children	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.</p>	<p>cannot learn without their 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>Continue to monitor the use of Showbie and the interaction/support from home and school to develop best outcomes for children.</p>	<p>Evidence based of research of metacognition</p> <p>Behaviour training</p> <p>Safeguarding training and online safety training</p>	<p>Monitored through data analysis and overview of needs</p>	<p>JG, UE, LD JB &SLT</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</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,</p>	<p>Timely and early intervention means gaps can be narrowed before they get wider.</p> <p>Identifying children who are at risk.</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>

group expectations/ expected progress.	comprehension strategies, language development. Support is timely, appropriate and focussed on the children making good progress from their starting points Staff training on Roseshine's principles				
To provide clear strategies to support individual children with additional needs to maximise their potential	Educational Psychologist and SENDCO assessments and action plans in place. Individual Learning Plans developed to target areas of needs with activities and provision. Work with external agencies such a SALT, ADHD pathways, School Health to ensure action plans and resources are added to ILPs. Ensure pupil passports are in place and used effectively Children to have access to pupil passport box.	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
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
To support families in ensuring that financial difficulties do not	Fund year group trips and as well as residential in year 6	Ensuring that children get the same opportunities	Pastoral team monitoring and weekly meeting's	Pastoral team and SLT	termly

<p>prevent children from experiencing enhanced learning opportunities and experiences. Including holiday clubs, sports clubs, musical clubs, uniformed groups</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>Whole school approach</p> <p>Staff given up to date training to ensure that children and families are being identified.</p>		
<p>To support children on PP 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>Pastoral team and SLT</p>	<p>Termly</p>
<p>To ensure that all children are given equal opportunities and that money is not the barrier.</p>	<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>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>

	Provide funding for casual club Referrals for families for emergency assistance when needed.				
Total budgeted cost					10000

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	5	4	8	9	13
	50%	50%	36%	73%	43%	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			
Reading	8 62%	12 92%	9 69%	13 100%	3 33%	2 22%		
Writing	8 62%	12 92%	5 38%	12 92%	4 44%	5 56%		
Maths	9	9	10	13	3			

	69%	69%	77%	100%	33%	3		
RWM	8/62%					33%		
	1/8%							

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.

PGG 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.

Pupil Premium

KS1

	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%

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%	

PPG 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%
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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.

Pupil Premium

Groups	No of pupils	Reading	Writing	Maths
		Pupil Premium	9	6/67%
Non Pupil Premium	51	38/73%	33/65%	41/81%
All children	60	44/73%	38/63%	45/75%

Summary:

Children who are identified as PPG are performing lower than the children who are not PPG.

Writing is an issue across the board. Children to be targeted for Drawing club.

KS1

YGE	Year 1	Year 2	ALL
No of pupils	10	10	20

Reading	5/50%	6/60%	4 40%	8 80%	9 45%	14 70%
Writing	5/50%	6/60%	8 80%	8 88%	13 65%	14 70%
Maths	6/60%	7/70%	5 50%	7 70%	11 55%	14 70%
RWM	5/50%8		EXP: 3/30%		8/40%	

PPG KS2

YGE	Year 3		Year 4		Year 5		Year 6		ALL	
No of pupils	17		18		13		9		57	
Reading	8 47%	17 100%	12/ 67%	16 89%	5 38%	10 77%	6 67%	8 89%	31 54%	51 90%

Writing	7 41%	16 94%	10 56%	12 67%	4 31%	10 77%	6 67%	8 89%	27 47%	46 80%
Maths	7 41%	15 88%	14 78%	15 83%	8 62%	10 77%	6 67%	8 89%	35 61%	48 84%
RWM	7/41%		EXP: 7/53%		EXP: 4 (31%)		EXS: 4 / 44%		22	39%

Summary Spring:

Year 1 PPG children are an area of focus. PPG children are not performing as well as children who are not identified on the PPG list. Children are not meeting their individual targets. These children need to be identified and working in collaboration programmes and working together plans need to be created with parents. The needs in the cohort are significant and these children are identified on the cohort targets.

Year 2 PPG children are performing well against their individual targets and progress is being made. The children who are not meeting their targets need to be identified and these conversations need to be had with parents. Ipad's and kindles to be provided to ensure that these children are accessing the pre learning activities.

Yr 3 – Personal progress achievement in this year group is high. The interventions that are in place are a success, currently. These are having an impact for children’s progress scores. A number of children on the PPG list are not working at Year group expectations. Pastoral team and Year 3 to look at the experiences that the children are exposed to. Pre learning activities need to take place and to ensure that the home enrichment activities are monitored and promoted.

Yr 4 – Most children are meeting their personal targets in Year 4. 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. The Year 4 team have a student currently, this will allow time for RD to ensure that PPG children are a focus on the group interventions that will be provided.

Yr 5 – Children are meeting their progress scores, however PPG children in Year 5 are working below AGE. These children need to be identify and interventions and working together plans put in place to ensure there is collaborative learning. Pre learning needs to be put into place. Monitor the use of home enrichment. Seating plan arrangements to be taken into consideration.

Year 6 - PPG attainment, both AGE and personal targets, in Year 6 has improved. Provision that was put in place has had a positive impact. The following provision to be put in place to narrow the gap.

Overall action plan moving forward:

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.	
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