

## Bowhill Primary School: Pupil premium strategy

1. Summary information					
School	Bowhill Primary School				
Academic Year	2018-19	Total PP budget	£130,656	Date of most recent PP Review	
Total number of pupils	486	Number of pupils eligible for PP	77	Date for next internal review of this strategy	
2. Current attainment			PP Pupils eligible for PP Bowhill Primary School	ALL Bowhill Primary School	ALL National
<b>End of Key Stage 2 Data Attainment (20 pupils – 8 SEN)</b>					
% achieving expected standard in reading, writing & maths combined				54%	64%
% making expected progress in reading			60% (20% GD)	70%	75%
% making expected progress in writing			70% (5% GD)	75%	78%
% making expected progress in mathematics			45% (5% GD)	63%	71%
<b>End of Key Stage 2 Data Progress</b>					
Average progress score in reading			4.1	4.6	0
Average progress score in writing			4	4.1	0
Average progress score in maths			4	4.4	0
<b>End of Key Stage 1 Data (11 Pupils – 3 SEN)</b>					
% making expected progress in reading			57%	76%	75%
% making expected progress in writing			29%	66%	74%
% making expected progress in mathematics			57%	77%	76%
<b>End of Year 1 Phonics Data</b>					
% meeting the age related expectation			63%	86%	82%
<b>Early Years &amp; The Foundation Stage</b>					
% achieving a good level of development			38%	58%	72%

### 3. Barriers to future attainment (for pupils eligible for PP)

#### Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	<p>Early Literacy / Speech and Language Skills</p> <p>There are a number of children arriving in our EYFS with delayed speech and language development. In some cases, these children go on to be registered as a Pupil Premium child. The language acquisition and communication skills gained prior to children starting school can be lacking which results in the child having a lower starting point compared to their peers. This means that they have to make more progress in the same amount of time to ensure catch up. However, the lack of speech, language and communication skills often makes this very challenging. As a result, the attainment gap can continue to have impact as the child moves into the next stage of their education. As children progress throughout school, it becomes evident that their breath of vocabulary is often limited as is their understanding of words in context – this is both verbally and in writing.</p>
<b>B.</b>	<p>Social and Emotional Development</p> <p>From EYFS to Year 6, there are a number of children with additional social and emotional needs. In some cases, these children are subject to early help or child protection plans. This has had impact in a number of ways on the attainment of Pupil Premium children. Anxiety, emotional episodes and a lack of engagement and concentration have all resulted in lost learning time for many of the children who need to make the most progress. A significant number of PP children are identified as needing higher levels of social and emotional support.</p>
<b>C.</b>	<p>Contextual understanding of the world –</p> <p>There are a number of children who do not have the same opportunities in life as their peers. In most cases, these children are Pupil Premium. Lack of life experiences has a detrimental effect on their understanding of learning going on in school compared to their peers. This further impact on understanding and use of vocabulary, imagination and creativity.</p>
<b>D.</b>	<p>Special Educational Need</p> <p>In some cases, pupils who are entitled Pupil Premium funding and also have a special educational need find making progress more difficult. These pupils have a wide range of special needs including those related to autism, global developmental delay, ADHD and physical disabilities. At times, these pupils, who often need to make accelerated progress to bring their attainment in line with the peers, struggle to make sufficient progress. This can result in the attainment differences increasing. This has been particularly true across KS2 in recent years. As a child moves through the National Curriculum, the concepts and content become more complex. For children with a special education needs this level of complexity can prove very challenging.</p>

#### Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

<b>E.</b>	<p>Lack of Parental Engagement</p> <p>In certain cases the parents of Pupil Premium children find engaging in their child's education a challenge. This can result in poor relationships between home and school meaning that homework and reading are often not completed or completed to a low standard. For some of our key pupils, parental engagement levels are poor and attendance at curriculum events, such as maths mornings, are rare. This means that key messages are often missed by the parents of the children who need them most.</p>
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4. Desired outcomes		
	Specific outcomes and how they will be measured	Success criteria
1.	<p><b>The quality of teaching in classrooms is of a very high standard.</b></p> <ul style="list-style-type: none"> <li>- Teaching and learning is personalised to meet the needs of disadvantaged children.</li> <li>- All staff check with key Pupil Premium children throughout lessons to ensure mistakes and misconceptions are quickly identified and dealt with and to move learning on at the earliest opportunity.</li> <li>- The books of Pupil Premium children are always marked with next steps and adequate time is given for those children to respond to the teacher feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Children are fully engaged in their learning and are making at least good progress with key pupils making accelerated progress.</li> <li>- Lesson observation records show that teachers are targeting Pupil Premium pupils and key pupils make accelerated progress.</li> <li>- Teaching is at least good and where it is not good it is rapidly improving.</li> </ul>
2.	<p><b>Disadvantaged children entering EYFS make rapid and sustained progress in communication, speech and language.</b></p> <ul style="list-style-type: none"> <li>- Children entering EYFS who will be entitled to Pupil Premium are identified quickly.</li> <li>- Senior Leaders are proactive in building strong relationships with the families of EYFS children who have been identified as Pupil Premium. These families are personally invited to school for a variety of curriculum based workshops to help parents support their children at home.</li> <li>- Children entering EYFS with a speech and language needs are identified quickly and interventions are in place to ensure rapid progress is made.</li> </ul>	<ul style="list-style-type: none"> <li>- Rapid progress is made by those entering EYFS below the expected standard in speech and language.</li> <li>- The percentage of children meeting the expected standard in communication speech and language by the end of EYFS improves from previous year.</li> </ul>

<p><b>3.</b></p>	<p><b>Children with emotional and behavioural need make at least good progress with some making accelerated progress.</b></p> <ul style="list-style-type: none"> <li>- School provides a safe and secure learning environment in which all children can thrive and succeed regardless of emotion and behavioural need.</li> <li>- Children who need an individual approach to behaviour management and classroom provision have their needs met through an individualised programme of support which ensures that at least expected progress is made and in many cases progress is accelerated.</li> <li>- Mental Wellbeing is promoted consistently across all year groups and whole school approaches, such as the '10 A Day' programme, provide staff and children with tools and strategies to encourage good levels of wellbeing.</li> <li>- SEAL and THRIVE sessions provide identified children with a safe space to explore their emotions and feelings with a trusted adult.</li> </ul>	<ul style="list-style-type: none"> <li>- Incidences of poor behaviour are less frequent and where they do occur support is quickly put in place to enable children to achieve.</li> <li>- Classes are not disrupted by poor behaviour enabling all children to make progress.</li> <li>- Children are able to talk about their wellbeing and report feeling happy and well.</li> </ul>
<p><b>4.</b></p>	<p><b>Disadvantaged children with SEND make at least expected progress.</b></p> <ul style="list-style-type: none"> <li>- Provisions for individualised learning programmes are effective and secure at least expected levels of progress.</li> <li>- All special needs are identified quickly and appropriate action is taken to ensure needs are met.</li> </ul>	<ul style="list-style-type: none"> <li>- PP children with SEND make at least good progress.</li> <li>- Intervention records show good levels of progress.</li> </ul>
<p><b>5.</b></p>	<p><b>Disadvantaged pupils have increased levels of engagement and are motivated to do well.</b></p> <ul style="list-style-type: none"> <li>- Lessons are tailored to meet the needs and interests of key pupils.</li> <li>- Disadvantaged pupils report they are enjoying lessons and lesson observations how good levels of engagement.</li> <li>- Disadvantaged pupils are well represented across school in after school clubs and pupil voice groups such as Academy ambassadors and Eco Council.</li> <li>- School awards and commendation are awarded to disadvantaged pupils at a rate which surpasses those awarded to other pupils.</li> <li>- Disadvantaged pupils have access to a range of life experiences they would not normally encounter.</li> <li>- Disadvantage pupils are chosen first for extracurricular opportunities.</li> <li>- Trips and visits are organised with disadvantaged children's interest and life experiences in mind.</li> </ul>	<ul style="list-style-type: none"> <li>- PP children make at least good progress.</li> <li>- PP children have a high profile across school.</li> </ul>

## 5. Planned expenditure

**Academic year**      **2018-19**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The quality of teaching and learning in classrooms is of a very high standard.	Introduce a CPD programme based on Incremental Coaching	To develop a coaching model that pairs teachers up to work together to improve upon existing strengths in T&L. Provide comprehensive support for teaching staff of all levels of ability and experience.	Teacher and Senior Leader release time to meet, make, implement and evaluate actions for individual teachers.	<b>ST Phase Leaders</b>	Ongoing review by SLT
	Further development of the knowledge-engaged curriculum	The school must be providing an enriching and exciting curriculum which puts emphasis on both the development of knowledge and skills at the same time	Close monitoring of medium term planning, learning journeys and children's outcomes.	<b>ST</b>	Termly
	Metacognitive strategies/NPQSL course	To develop resilience in learning and children's own understanding of how they learn best.	NPQSL course monitoring	PW	Ongoing

	TA training programme	To ensure all members of the school team are provided with access to recent relevant research and training.	TA to give evaluations of training and Senior Leaders to observe TAs in practice during CPD programme and Quality Assurance and activities.		Ongoing review by SLT
<b>Total budgeted cost</b>					£84,820
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To continue to close the gap for disadvantaged children	SEN TA to give specific 1:1 support	Some children need specific support for particular needs. These are met by a member of staff with particular skills and knowledge.	Support it tailored to the specific needs of the individual children and progress is closely monitored by SEND team.	HE	Ongoing
	Targeted HLTA Interventions for key learning	Some children are only just behind ARE in their learning. Extra targeted support, planned in conjunction with the class teachers helps them	Teachers give HLTA clear direction and plan carefully for how this extra time is used to support the learning of targeted children.	Phase Leaders/H E/ST	Half termly/termly as appropriate
	1:1 provision for individuals	Some children need specific support for particular needs. A member of staff with particular skills and knowledge meet these needs.	The SEND team to ensure 1:1 children are specifically planned for and small step progress recorded closely monitors this.	HE	Ongoing

	Targeted Teacher interventions for key learning	Some children are only just behind ARE in their learning. Extra targeted support from teachers to help them make accelerated progress.	Phase leaders and teachers plan carefully together for booster groups.	Phase Leaders	Half termly/termly as appropriate
	Speech And Language Link	Some children have been identified as having speech and language issues. Evidence from previous years show the success of the intervention.	Staff member has been specially trained to deliver this programme across the school.	HE NW	Termly & End of programme assessment.
	Y5/6 After school Girls Maths Club	Some girls have been identified as having low self-esteem and a negative view of maths. To improve the self-esteem of these girls and develop a positive relationship with maths. To ensure accelerated progress is being made.	Close monitoring by HM and Y5/6 team on progress children are making in maths.	HM	Ongoing
	Y6 Breakfast Club (Maths booster)	Previous years of breakfast club for Y6 has proven to be highly successful and develops a positive relationship with school. Children are identified as being below ARE for maths and PP.	Pupil feedback and close monitoring of planning and progress children make.	GH/JR	Ongoing

	Fitness Club	To provide opportunities for an active start to the day. To help develop a healthy mind and body.	Pupil feedback and close monitoring of pupil engagement in lessons throughout the day.	MB SW	Ongoing
	Funfit	Provide specialist support for pupils regarding significant needs.	Pupil and teacher feedback. Staff monitoring of sessions	JD HE	Termly
	THRIVE	To ensure those who struggle with behaviour have their needs met and disruptive behaviour does not impact on others.	Pupil, Teacher and parental feedback. Staff monitoring of sessions and behaviour	HE JC CD CH LW	Termly

<b>Total budgeted cost</b>	£33,064
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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To continue to close the gap for disadvantaged children	PSA to work with families needing support	Environmental factors have been identified which are often having a significant impact on children's mental health and wellbeing and their ability to make progress in school. The PSA can build relationships to support families to access services they need.	PSA works with many external agencies and closely with SLT to identify best practise and successes within school.	JC	Ongoing
	Mental Health Ambassadors	Mental Health and Wellbeing is key to the welfare of all of the school community. A clear and well through strategy to support this is key to success in the future.	Staff lead has appropriate training, which is shared with stakeholders. Plan is strategic in both long term and short-term goals.	JC NW	Ongoing
	Trip subsidies/Other in school opportunities	Some children lack opportunities to attend clubs, educational trips and sporting and cultural events.	Pupil and parental feedback	SLT Phase Leaders	Ongoing
<b>Total budgeted cost</b>					<b>£12,772</b>
<b>Total Planned Expenditure</b>					<b>£130,656</b>