

Pupil premium strategy statement Bowhill Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	489
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Anna Lopez – Headteacher
Pupil premium lead	Sarah Prince – Deputy Headteacher
Governor / Trustee lead	Gemma Smale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 108,520
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 108, 520

Part A: Pupil premium strategy plan

Statement of intent

Every child in our school has a right to achieve the best they are capable of. We believe in maximising the use of the pupil premium grant by utilising a long-term strategy aligned to the SDP which enables us to implement a blend of short, medium and long-term interventions. We believe it is important to align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use and ensures that teaching and learning opportunities meet the needs of all pupils. We use it to ensure that appropriate provision is made for pupils who belong to vulnerable groups, and this includes ensuring that the needs of socially disadvantaged pupils are addressed; committing to meeting their pastoral, social and academic needs within a caring environment.

Our priorities

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils and for all disadvantaged pupils to make 'at least' good progress.

1. To support pupil's health and wellbeing to enable them to access the curriculum at an appropriate level.
2. To develop pupils' own ambitions and aspirations of how successful they can be in education and employment.

Our provision

All our work through the Pupil Premium will be aimed at accelerating progress; moving children to at least age-related expectations. The range of provision could include:

- Developing teaching across the school so it is consistently good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Facilitating pupils' access to education and to the curriculum: this may involve adult support or prioritising attendance to enrichment activities during and at the end of the school day.
- Developing and maintaining strong parental and family links through curriculum workshops, regular communication, coffee mornings, strong links with external agencies and access to a parent support worker
- Facilitating pupils' access to residential or enrichment activities through the subsidy of any voluntary charges.
- Providing small group work focussed on overcoming gaps in learning.
- Targeted 1-1 support where it is necessary and appropriate.
- Access to our 'Social and Emotional' interventions if required
- Additional teaching and learning opportunities provided through learning mentors, trained TAS or external agencies.
- Behaviour support
- Provide additional reading and learning opportunities which will link to our on-line platforms to ensure families are involved in sharing targets and progress and achievements

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low levels of literacy.
2	Poor language and communication skills.
3	Lack of exposure to rich and varied experiences within the community, meaning knowledge of the world and vocabulary acquisition is limited.
4	Significant gaps in reading, writing and maths.
5	Persistent absence and punctuality issues.
6	Social and emotional barriers result in lack of focus and concentration.
7	Lack of parental engagement.
8	Arriving at school hungry and not ready to learn.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Staff are deeply involved in their own professional development and the collaborative approach to CPD ensures that good practice is shared and developed across the school and in line with the SDP priorities.	Teachers consistently display mastery of teaching skills in line with ELAT teaching and learning principles.
There is a consistent approach to phonics and vocabulary development across the school which is embedded across the curriculum. There is a school wide focus on enjoyment for reading and this is reflected throughout the school environment.	Every PP child is a reader and achieving at least ARE, closing the gap with their non-disadvantaged peers.
SLT have a clear overview of the progress that disadvantaged children are making across the school.	All disadvantaged children make at least good progress across the curriculum

Provision for the disadvantaged children (teaching, assessment, wider opportunities, parental links etc) is continually being reviewed against the tracking data to ensure PP children are making at least good progress.	
Children are swiftly identified in Reception for NELI intervention to develop language and vocabulary. (Oral Language intervention very high impact for low cost +6 months progress EEF)	The language gap between PP and Non-PP pupils has decreased. PP pupils are able to access all areas of the curriculum, therefore making at least good progress.
Teacher assessment informs intervention planning and delivery to ensure that identified pupils 'catch up and keep up'. Pupil's overcome their barriers to learning, and gaps in learning are addressed.	All PP pupils identified for intervention make accelerated progress in identified areas of the curriculum.
Rigorous approach to Attachment Based Mentoring for identified pupils across the school. Identify barriers to learning through building relationships with children	All PP pupils in school have strong relationships and attachments with adults and their peers.
High engagement from PP families with support from school. All PP children and families feel supported by the school and this is impacting positively on the children's learning, mental health and well-being.	Parents work closely alongside the school (teachers, leaders, support staff) to ensure pupils thrive at school, academically but also socially and emotionally.
The attendance gap between PP and NPP is closing.	Attendance % of PP children is in line with peers
Increase children's access to a range of experiences beyond the school day in an attempt to strengthen relationships, increase engagement and provide exposure to new experiences.	High percentage of PP pupils are engaging in extracurricular activities such as clubs, residential and trips.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encouraging self-led professional development through incremental coaching and Peer Reflection Model	EEF evidence demonstrates the importance of forms of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach	1,2,4
Promote whole-school love of reading, and phonics and vocabulary development	(EEF +5 months progress for low cost) Every child a reader Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,4
Progress of disadvantaged pupils is tracked rigorously across the curriculum	Standardised on going, consistent and accurate assessment tools identify the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,4
Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills and NELI for those identified with a need in early language development.	(EEF + 6 months progress for low cost) Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations	(EEF + 4 months progress for low cost) Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	4
One-to-one support: Attachment based mentoring and social and emotional support	(EEF + 4 months progress for low cost) There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	5,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement: Strengthen parental engagement post pandemic.	(EEF +4 months progress for low cost)	7
Raise attendance and punctuality for disadvantaged children	(EEF Parental engagement – moderate impact for low cost.	5, 8
Priority and up to 50% subsidy offered for disadvantaged children	Pupil and Parent Voice have identified social and emotional issues for many pupils, notably due to lack of	3, 8

to access clubs and extra-curricular activities	enrichment opportunities during school closure. These challenges particularly affected disadvantaged pupils, which has had an impact on self-esteem, resilience and learning behaviours.	
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Total budgeted cost: £ 108,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The disadvantage gap is still significant particularly in writing at around 30% in all year groups. The reading gap has reduced in 22-23 – particularly in year 6 but remains at around 20% across the board. The gap widened in year 4. The maths disadvantage gap is approximately 20 to 25% across the school – again significant concern sits with year 4.

After analysis we are going to review our approach to teaching maths and reading in 2023-24 and allow for more time for the Write Stuff to embed across the school. We will monitor PP writing very carefully throughout the year as pupil voice is beginning to indicate a lack of engagement with the writing scheme.

Phonics gaps are reducing through the rigorous implementation of Little Wandle, however, children in KS2 will need a catchup program put in place for them in 23-24 (we intend on using Little Wandle Rapid Catch-up).

Whole school attendance was 95.91% in 22-23 and PP attendance was 88.6%. This gap is an improvement on the previous year and our rigorous monitoring of attendance is continuing to improve the picture for our disadvantage children. Persistent absence remains an area needing improvement and a new whole school strategy will be written to address this.