



Pupil Premium Strategy Statement 2019/2020

1. Summary Information					
School	Bowerhill Primary School				
Academic Year	2019/20	Total PP budget	£ £46,710 + £20,700 Post adoption/care funding	Date of most recent PP Review	15.03.19
Total number of pupils	408	Number of pupils eligible for PP	41	Date for next internal review of this strategy	15.03.20

Attainment - Academic Year 2018/19		
	Pupils eligible for PP	Pupils not eligible for PP
EYFS - Reception		



% achieving GLD	66.6%	76.9%
Year 1		
% On Track + in reading, writing and maths (ARE & +)	60%	
% On Track + to maintain progress in reading	100%	100%
% achieving On Track + in reading	80% (20% EXC)	94.5% (23.6% EXC)
% On Track + to maintain progress in writing	80%	96.40%
% achieving On Track + in writing	60% (0% EXC)	83.6% (0% EXC)
% On Track + to maintain progress in maths	100%	87.40%
% achieving On Track + in maths	80% (20% EXC)	78.20%
Year 2		
% On Track + in reading, writing and maths (ARE & +)	50%	69.80%



% On Track + to maintain progress in reading	100%	84.9%
% achieving On Track + in reading	50% (33.3% EXC)	79.2% (17% EXC)
% On Track + to maintain progress in writing	50%	94.30%
% achieving On Track + in writing	50% (0% EXC)	73.6% (5.7% EXC)
% On Track + to maintain progress in maths	66.6%	81.30%
% achieving On Track + in maths	66.7% (33.3% EXC)	77.4% (17% EXC)
Year 3		
% On Track + in reading, writing and maths (ARE & +)	83.30%	70.40%
% On Track + to maintain progress in reading	100%	100%
% achieving On Track + in reading	100% (50% EXC)	88.9% (37% EXC)



% On Track + to maintain progress in writing	100%	98.1%
% achieving On Track + in writing	83.3% (16.7% EXC)	77.8% (27.8% EXC)
% On Track + to maintain progress in maths	100%	96.2%
% achieving On Track + in maths	83.3% (0% EXC)	74.1% (24.1% EXC)
Year 4		
% On Track + in reading, writing and maths (ARE & +)	50%	64.60%
% On Track + to maintain progress in reading	100%	100%
% achieving On Track + in reading	70% (20% EXC)	79.2% (14.6% EXC)
% On Track + to maintain progress in writing	100%	95.8%
% achieving On Track + in writing	60% (20% EXC)	68.8% (10.5% EXC)
% On Track + to maintain progress in maths	100%	91.20%



% achieving On Track + in maths	60% (20% EXC)	72.9% (15.5% EXC)
Year 5		
% On Track + in reading, writing and maths (ARE & +)	61.50%	66%
% On Track + to maintain progress in reading	100%	95.80%
% achieving On Track + in reading	84.6% (0% EXC)	72.3% (10.7% EXC)
% On Track + to maintain progress in writing	92.3%	97.90%
% achieving On Track + in writing	61.5% (0% EXC)	74.5% (12/8% EXC)
% On Track + to maintain progress in maths	100%	97.90%
% achieving On Track + in maths	76.9% (0% EXC)	70.2% (10.6% EXC)
Year 6		
% On Track + in reading, writing and maths (ARE & +)	66.70%	68.90%



% On Track + to maintain progress in reading	100%	100%
% achieving On Track + in reading	75% (8.3% EXC)	80% (20% EXC)
% On Track + to maintain progress in writing	100%	100%
% achieving On Track + in writing	66.7% (0% EXC)	73.3% (11.1% EXC)
% On Track + to maintain progress in maths	91.7%	100%
% achieving On Track + in maths	66.7% (16.7% EXC)	73.3% (17.8% EXC)

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Emotional difficulties – a large number of PPG children from split families or have been in care
B.	Poor parental engagement – difficulty in attending meetings etc.
C.	Medical conditions



D.	SEN
External barriers (issues which also require action outside school, such as low attendance rates)	
A.	Emotional difficulties (see above)
B.	Children taking holiday in term time
C.	

3. Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	All PPG eligible children will be tracked to identify quickly where progress is insufficient. Programmes of support will be provided to ensure progress is maximized. The performance of every PPG eligible child will be reviewed by the teacher and SLT as part of our Poor Progress Risk Monitoring process. An	<ul style="list-style-type: none"> • PPG children will make good progress in line with their peers or see the gap narrowing between assessment points and across the year. • An increased number of PPG children will achieve the expected level in English & Maths from year to year.



	individual record will be update at least termly, to record attainment, provision and impact.	
B.	Intervention programmes will be selected carefully and effectively targeted to support quality first teaching.	<ul style="list-style-type: none"> • Interventions will be shown to have achieved a measurable impact between Pupil Progress Meetings.
C.	PPG children & their parents will have access to ongoing emotional support	<ul style="list-style-type: none"> • ELSAs and Relate counselling service will be deployed to support PPG eligible children and this will be recorded on the PPM Records. Parent Support Advisor will be targeted towards PPG families.
D.	Parents of PPG children will be well informed of the provision deployed to support their children.	<ul style="list-style-type: none"> • Parent comments recorded after Parent Consultation Meetings will acknowledge positive impact of PPG support strategies.



E.	Attendance of PPG children will be in line with non-PPG children	<ul style="list-style-type: none">• Attendance will be tracked rigorously. Parents will receive information about their child's attendance & meetings held where attendance is a concern.
----	--	---

4. Planned Expenditure



Academic Year	2019-2020				
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?
All PPG children make progress in reading, writing & maths from their starting point	'Keep Up' interventions with teacher and/or TA	Data shows need to increase progress	Progress meetings 3 times a year. Completion of 'Poor Progress Monitoring' sheets.	Rachael Amor/ Andrew Matthews/Lynne Stapleton	3 times a year. £12000



Total budgeted cost					£12000
Targeted Support					
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?
Children in Years 5 & 6 to be able to discuss emotional concerns and be supported to improve	Relate Time to Talk Counsellor	Many PPG children have had emotional upset.	Monitor which children accessing & full up any ongoing concerns.	Lynne Stapleton	Every 6 weeks £1350



emotional well being.					
Families are well supported & can engage in supporting their child in school	Parent Support Advisor	Many PPG families have experienced hardship or emotional distress	Monitor which families are accessing support.	Lynne Stapleton	Every 6 weeks £7750
All PPG children's emotional needs are being met	ELSA support	Many PPG children have had emotional upset.	Monitor which children accessing & full up any ongoing concerns.	Lynne Stapleton	Every 6 weeks £7000
100% of Y6 PPG children to make on track	Teacher to support for 1 afternoon a week			Andrew Matthews	3 times a year £2600



progress in reading, writing & maths & increase to 70% of PPG children to achieve combined ARE	to provide targeted teaching support				
Total budgeted cost					£18700
Other Approaches					
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?



All children in KS1 pass their phonic screening test & make progress with reading & writing from their starting point.	RWI	PPG children starting at lower level of literacy in EYFS.	Weekly RWI meetings & monitoring by RWI coordinator	Becky Penny	Every 6 weeks
Total budgeted cost					£36,000



5. Review of expenditure				
Previous Academic Year		2018-2019		
Quality of Teaching for All				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
Early Years Pupils keep up with peers in English and Maths.	Early Intervention (booster sessions) by experienced EYFS Teacher for identified pupils.	£35,100	Three PPG eligible children would receive early intervention support to help them keep up with peers.	Two of the three PPG pupils achieved ELG. One achieved 'Exceeding' in Reading and Maths.
Year 5 PPG Pupils (x12) to keep up with peers in Maths and English	Booster sessions and parallel teaching by experienced teacher for children identified as needing weekly intervention.		100% of PPG pupils made progress in Reading and Maths – closing the gap on their peers. 76.9% of PPG pupils achieved ARE in maths compared with 70.2% non-PPG. 84.6% of PPG achieved ARE in reading	



				compared with 72.3% of non-PPG.
Year 6 PPG Pupils (x11) to keep up with peers in Maths and English	Booster sessions and parallel teaching by experienced teacher for children identified as needing weekly intervention.			100% of PPG pupils made progress in Reading and writing – closing the gap on their peers. The number of PPG achieving combined ARE in reading, writing, maths significantly increased from 40% in Year 5 2018 to 66.7% in Y6 2019 with only a marginal difference of 2.2% compared with non- PPG.
Targeted Support				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact



Year 1 PPG pupils keep up with their peers or close the gap in attainment in Maths and English.	Teaching Assistant Support for 5 afternoons each week within class or alongside class to aid engagement and learning through personalization.	£8000		100% of PPG pupils made progress in Reading and Maths – closing the gap on their peers. The PPG pupils achieved better progress than non-PPG in maths.
Year 2 PPG pupils keep up with their peers or close the gap in attainment in Maths and English.	Teaching Assistant Support for 5 afternoons each week within class or alongside class to aid engagement and learning through personalization.	£8000		100% of PPG pupils made progress in Reading– closing the gap on their peers. The PPG achieved better progress than non-PPG in reading.
Year 3 PPG pupils keep up with their peers or close the gap in attainment in Maths and English.	Teaching Assistant Support for 2 mornings each week within class or alongside class to aid engagement and learning through personalization.	£4800		PPG achieved better progress than non-PPG in reading, writing & Maths. Reading: PPG remained ahead of peers in %ARE to 100%

				<p>Writing: %PPG pupils at ARE increased to 83%, overtaking peers.</p> <p>Maths: PPG remain ahead of peers 83% at ARE.</p>
Year 4 PPG pupils keep up with their peers or close the gap in attainment in Maths and English.	Teaching Assistant Support for 2 mornings each week within class or alongside class to aid engagement and learning through personalization.	£4800		<p>All PPG pupils maintained progress from Year 3 in R, W & M.</p> <p>Reading: %PPG fell during year by 4% due to the arrival of 2 additional PPG pupils. %PPG fell further behind peers.</p> <p>Writing: % PPG at ARE fell by 1% to 55% during the year (two additional pupils).</p> <p>Maths: %PPG at ARE fell by 14% to 56%. Peers at 73%.</p>
Year 5 PPG pupils keep up with their peers or close the	Teaching Assistant Support for 2 mornings each week within class or alongside	£4800		<p>Reading :From only 69% PPG at ARE at start of Year, 85% reached ARE at end of Year 5.</p>



gap in attainment in Maths and English.	class to aid engagement and learning through personalization.			<p>PPG overtook non PPG in Reading</p> <p>Writing: The %PPG at ARE fell during the year with peers overtaking.</p> <p>Maths: %PPG pupils remained ahead of peers (77%), although peers closed the gap.</p>
Improve Reading attainment of Year 5 and 6 pupils	Implementation of Freshstart Phonics/Reading programme with pupils identified as having poor phonic knowledge. Taught by trained TAs.	£5000		<p>Year 5: From only 69% PPG at ARE at start of Year, 85% reached ARE at end of Year 5. PPG overtook non PPG in Reading.</p> <p>Year 6: From only 54% PPG at ARE at start of year, 63% PPG reached ARE in SATs.</p>
Reserve some PPG Grant.		£3800		

