

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bowerhill Primary School
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	14.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Chris Light
Pupil premium lead	Chris Light
Governor / Trustee lead	Jo-Anne Harwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,860
Recovery premium funding allocation this academic year	£6,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£77,675

Part A: Pupil premium strategy plan

Statement of intent

We actively embrace diversity within our school, where we strive to meet everyone's individual needs, supporting long term social mobility. Together with our stakeholders, we foster a positive and inclusive environment, where inequalities are challenged, that enables all pupils to develop behaviours for learning and the good character needed to prepare them for their future in society. This strategy works alongside the school's wider development planning.

Our intention is that all pupils, including those with disadvantage and multi disadvantages, make excellent progress both academically and pastorally from their starting points. The focus of our pupil premium strategy is supporting Quality First Teaching in all lessons and to provide bespoke, targeted academic and pastoral support for all children in the school- prioritising children from a disadvantaged background- whilst using wider strategies to maintain a culture of positive action to support the education and well-being of our disadvantaged learners.

Quality First Teaching is at the core of our approach. This is proven to have the greatest impact on progress for disadvantaged learners and closing the attainment gap, whilst also benefitting the progress and attainment of all children.

Through our targeted support, we aim to provide bespoke 1:1 or small group research backed intervention whether that is pastoral (Play Therapy, ELSA, Thrive, nurture provision etc) or formal targeted academic support (Individual Education plan, EHC plan etc) and informal booster groups or tutoring carried out by staff the children have established, trusting relationships with.

We aim to use wider strategies in creating a culture of positive action for our disadvantaged learners, providing all of our children with opportunities to develop life skills, personal responsibility and cultural capital. We constantly weave a pupil premium thread through our monitoring cycles and distribute accountability for this via our subject leaders and teachers through pupil progress review meetings

Our ultimate objectives are to:

- Reduce barriers to learning
- Improve attitudes to learning
- Narrow the attainment gap between Pupil Premium children and their non-Pupil Premium peers
- Ensure all pupils are able to read fluently and with good understanding
- Enable all pupils to communicate confidently and effectively

- To support all Pupil Premium children (and their peers) in reaching Age Related Expectations at the end of Year 6 in reading, writing and maths.
- Pupils to be happy, confident individuals who are ready for the next stage of their school journey

Challenges

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

Challenge number	Detail of challenge
1	Groups of disadvantaged learners struggle to fully engage with learning due to low self-esteem, confidence and emotional issues.
2	A high proportion of disadvantaged learners lack the cultural capital required to make the most of school life
3	Significant special educational needs within some groups of disadvantaged learners.
4	Gaps in learning due to school closures and home learning during the Covid-19 pandemic
5	Groups of disadvantaged learners have weaker progress in reading and writing—especially boys
6	Some disadvantaged learners have lower attendance than their non-disadvantaged peers
7	Poor parental engagement – difficulty in attending meetings, supporting learning at home etc
8	Ability of parents to fund their children going on school trips and residential

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
Raise standards at KS2 to at least the same progress as non-PP pupils	By July 2025, 100% of pupils eligible for PPG make positive progress at the end of KS2 from their starting point (either KS1 or EYFS data)
Raise standards in reading and writing, particularly for boys.	By July 2025 there is no gap between disadvantaged learners and non-disadvantaged learners in the Year 1 Phonics check or <i>End of Key Stage 1 Assessments (2023 only)</i> .

	All pupils make good progress from EFYS in reading and writing
Disadvantaged learners engage with learning due to improved self-esteem and confidence	Well-being is supported through appropriate pastoral provision. SDQ scores show positive impact of ELSA and nurture intervention.
Disadvantaged learners have access to essential learning experiences through a well planned and delivered curriculum.	By July 2025, OFSTED have graded the school at least "good" with regards to the sequencing and progression of all curriculum subject areas. By July 2023, the curriculum is built through the lens of disadvantaged learners, taking into account the knowledge and experiences for them to be successful learners.
Significant special educational needs within some groups of disadvantaged learners.	By July 2025, there is no gap between the progress of disadvantaged SEN children and non-disadvantaged SEN children with IPPs at the 3x yearly reviews
Some disadvantaged learners have lower attendance than their non-disadvantaged peers	By July 2025, there is no gap between the attendance of disadvantaged a non-disadvantaged children.

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: £40,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of Teaching assistants to support the children's academic and pastoral needs following lockdown</p> <p>Effective provision and use of TAs to support small group work, including to support the teaching of phonics</p>	<p>EEF toolkit ranks effective use of TAs, working in small groups and the teaching of phonics highly.</p> <p>EEF Teaching and Learning toolkit- Teaching assistant led intervention; phonics; oral language intervention; social and emotional learning, metacognition and self-regulation</p>	<p>1, 3, 4, 5</p>
<p>All children, including vulnerable groups such as PP, are exposed to quality first teaching and learning.</p> <p>Positively action for the benefit of disadvantaged learners, both academically and pastorally</p> <p>Disadvantaged Learners accounted for in all planning</p> <p>Disadvantaged Learners books to be marked first</p> <p>Disadvantaged Learners to be a specific focus as part of Pupil Progress Meetings</p> <p>Ensure Disadvantaged Learners books are used as part of monitoring and book scrutiny</p>	<p>“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried-and-tested continuing professional development courses and effective feedback methods”. (Education Endowment Foundation - EEF)</p> <p>EEF Teaching and Learning toolkit- Feedback; Individualised instruction</p>	<p>1, 3, 4, 5</p>
<p>All Pupil Premium children make the same amount of progress as their peers and</p>	<p>“Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. With the highest impact</p>	<p>1, 3, 4, 5</p>

<p>fulfil their academic potential based on their relative starting points – diminish difference between the progress of PPG and Non PPG pupils.</p> <p>‘Keep Up’ interventions with teacher and/or TA.</p> <p>In the moment feedback and marking where possible.</p> <p>Parents to be provided with clear and timely information on how well their child is progressing and how well they are doing in relation to the expected standards.</p>	<p>being on targeted deployment. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both inside and outside of the classroom.” (Education Endowment Foundation - EEF)</p>	
<p>To provide a curriculum that addresses the gaps that have come about due to learning through lockdowns.</p> <p>Use of Transition documents and Transition days to highlight areas of learning that need revisiting.</p> <p>Planning includes adaptive teaching for key groups (L20%, PP, SEN)</p> <p>Relaunch values will all stakeholders and develop a coherent curriculum strategy based on the foundations agreed to by all stakeholders</p> <p>(CATCH-UP PREMIUM)</p>	<p>“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried-and-tested continuing professional development courses and effective feedback methods”. (Education Endowment Foundation - EEF)</p> <p>Widening of gap academic gap due to Covid-19 pandemic.</p>	1, 2, 4
<p>To improve the vocabulary knowledge of children in all year groups.</p> <p>Use of the Tales Toolkit to encourage oral and written story telling in EYFS.</p> <p>To have a vocabulary progression in all curriculum areas.</p>	<p>“Tales Toolkit provides children with the opportunity to think about all kinds of problematic situations, and solutions in an open and discussive way. Children are encouraged to think about the emotional and social consequences of their suggestions, all while having a good giggle.” Dr Alice Jones Bartoli. Senior Lecturer and Director of School and Family Studies, Goldsmiths.</p> <p>Writing is a weaker area traditionally in our Early Years classes and we want to develop the idea of storytelling in a fun and engaging way, drawing on and developing their oral skills and leading into writing.</p>	1, 2, 3, 4, 5

<p>For PPG children to achieve to the same standard in phonics as their non-PPG peers.</p> <p>Continue with Little Wandle letters and sounds revised across EYFS, Year 1 and Year 2</p>	<p>“Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. PPG children starting at lower level of literacy in EYFS.” EEF</p> <p>PPG children tend to start school with weaker phonic knowledge than their peers.</p>	1, 2, 5
<p>Continue to buy into Times Table Rock Stars. (CATCH-UP PREMIUM)</p>	<p>Engage all learners, including Disadvantaged Learners to improve times table knowledge in Year 3 and 4 for MTP check and Year 5 and 6 for intervention.</p>	1, 2, 3, 4
<p>Employ qualified teacher as an academic tutor</p>	<p>EEF Teaching and Learning toolkit- Feedback; Individualised instruction; Small group tuition</p>	1, 4, 5

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

Budgeted cost: £22,242

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Keep up sessions for Little Wandle Letters and Sounds revised.</p>	<p>Keep up sessions are proven to improve phonics results in Year 1</p>	1, 2, 3, 4, 5
<p>Introduce a Sports Mentor to provide priority children with different social skills through sport.</p>	<p>EEF Teaching and Learning toolkit- Physical participation</p>	1, 6
<p>New IPP format to meet every child’s academic need, including Disadvantaged Learners.</p>	<p>EEF Teaching and Learning toolkit- Individualised instruction; within class grouping; small group tuition</p>	3

Pastoral team, headed by SENCO, responsible for the pastoral referrals and execution of ELSA and nurture provision.	EEF Teaching and Learning toolkit- Metacognition and self regulations; Social and emotional learning; Individualised instruction	1, 6
Staff employed as ELSA practitioners.	ELSA is a well research and proven tool for positively affecting children’s behaviour and wellbeing. EEF Teaching and Learning toolkit- Metacognition and self regulations; Social and emotional learning; Individualised instruction	1, 6
Children in Years 5 & 6 to be able to discuss emotional concerns and be supported to improve emotional well-being. Relate “Time to Talk” Counsellor	“On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.” EEF Many of our Pupil Premium children have experienced/are experiencing emotional upset.	1, 6

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

Budgeted cost: £26,447

Activity	Evidence that supports this approach	Challenge number(s) addressed
For attendance to match school average for PP children PP lead and Pupil Admin officer to monitor attendance each month.	If children are in school more they are more likely to make expected progress .	6
Lunchtime and after school clubs with outside providers	EEF Teaching and Learning toolkit- Physical Activity	1, 2, 6
Family Support Worker employed to lead on ESA intervention and support vulnerable families Set up Jigsaw for Families parent engagement programme	Family support workers have been successful in improving attendance for vulnerable families. The EEF state that “although parental engagement is consistently associated with pupils’ success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families” The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.	6, 7

	Many of our PPG families have experienced hardship or emotional distress and feel that school could support them more. We plan to engage parents through the appointment of a family support worker.	
Positive action is used so that disadvantaged learners are given the opportunity to represent the school in various activity (where appropriate) to boost self esteem	EEF Teaching and Learning toolkit- Physical activity	1, 2, 6
50% subsidising school trips for disadvantaged learners. Including more able disadvantaged learners through enrichments programmes.	This is vital in order to provide the same opportunities for Disadvantaged Learners. East Riding of Yorkshire Cultural Capital Toolkit	8
Performance management review targets linked to pupil progress meetings and meeting the needs of all pupils.	This allows teachers to be in control of their targets rather than an arbitrary attainment percentage which may or may not be realistic depending on the cohort. Day and Simmonds, 2015	1, 3, 4, 5
All PP children to be able to access extra-curricular activities in line with their peers.	All children to be given the opportunity for wider school experiences, including positive action for disadvantaged learners with extra-curricular activities and enrichment opportunities.	1, 2, 6

Total budgeted cost: £89,294

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Due to Covid-19, there has been no official published / national data for the year 2021/22.

There have been significant changes to the leadership of the school throughout the last academic year and throughout the Pupil Premium statement 2019-22. The global pandemic also set significant challenges with regards to the 3 year strategy set in 2019. Although through the yearly review process, targets were adapted and changed accordingly.

Pupil progress meetings continued to happen throughout 2021/22 and robust targets were set. These were achieved in most areas, with reading at Key Stage 2 being the outlier. We are currently evaluating our reading approach in light of this trend and will trial alternative systems before introducing a new or refined system across the school.

Through monitoring, both PP leads and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year 2021/22.

Current assessments have then been used to inform this strategy document for the academic year 2022/23 and beyond, ensuring the most seamless learning possible. This can be ratified via internal assessment systems.

Following a robust review of the foundation curriculum, we will be introducing a foundation curriculum in January 2023 that has been designed through the lens of a disadvantaged child. This includes moving to a thematic approach to support the children's cognitive load and a focus on authentic outcomes to promote building aspirations.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Individual Counselling	Relate
Play Therapy	