

Bowerham Pupil Premium Strategy Statement 2019-20

To effectively narrow the gap in attainment for children in receipt of Pupil Premium funding, so they are in line with their no- 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 of 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	2019- 20	Total PP budget	£115 020 This is a reduction on previous years £21560 FSM £50951 Ever6 £150 EYFS PPG	Date of most recent PP Review	03.04.19 18 th July 2019
Total number of pupils	415 and 70 in Nursery	Number of pupils eligible for PP	PP 21% (100) Ever 6 19.9% (100)	Date for next Strategy Review	October 2019

2. Current Attainment		
Results KS 2 2018	Pupils eligible for PP	Pupils not eligible for PP
% achieving in RWM, Reading, Writing, Maths	68	90
% achieving in Reading	79	97
% achieving in Writing	79	95
% achieving in Maths	79	90

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
- Vocabulary size in early years – needs increasing to ensuring breadth and narrowing the gap
- Reading stamina and diet- lack of books at home, being read to or encouraged to read- reading not seen as a priority

External Barriers

- A small minority have attendance and punctuality issues.
- Large families finding it difficult to give each child their individual time and support and access to enrichment and extra activities
- 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.
- Issues surrounding age appropriate boundaries and guidance -Sleep deprivation due to poor behaviour expectations and routines-
- 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
- School and learning not seen as important or past 'life school' experiences impacting on children's
- Overprotective and 'want' parenting giving children the power and decision making
- Lack of face to face family time and shared daily experiences

Planned Expenditure

Academic Year- 2019 - 20120

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	Staff lead	Review

			implemented well?		
<p>To support the Learning mentor with attendance and punctuality.</p> <p>To support families with timely intervention through direct and indirect work.</p> <p>To work with individuals and groups of children on barriers to learning</p> <p>Work with families – as a key worker to provide best outcomes</p> <p>To fill in paperwork and appropriate referrals and intervention.</p> <p>Non class based staff member can react quickly to events and concerns.</p> <p>Attendance continues to improve and the yearly attendance figure is above the national.</p> <p>Attendance for all children improves</p> <p>To support children individually and in small groups with improving emotional literacy and increasing children’s emotional resilience.</p> <p>To provide specific programmes of support to individual pupils who are currently or historically experiences emotionally difficulties that are causing barriers to learning.</p>	<p>To Continue to fund post of Children and Families Support team</p> <p>Fund post for an additional member of staff to support the emotional health of pupils in school.</p> <p>Fund extra support in class at the point of need</p> <p>Fund 8 extra welfare staff</p> <p>Chill zone staffing</p> <p>Individual year group planning</p>	<p>Evidence of the impact of the last four years where PPG children gaps have narrowed year on year</p>	<p>Weekly pastoral meetings</p> <p>Half termly attendance meetings</p> <p>Multi agency training</p> <p>SLT critical friend weekly monitoring</p> <p>Baseline questionnaire actioned Autumn and reviewed in summer</p> <p>½ termly pastoral meetings with year group staff members.</p>	NJ/JL	<p>Termly review in PPG strategy meeting re data and impact</p>

<p>Children are in an emotionally secure place where they can fully access the curriculum and make expected progress.</p> <p>Work with parents in supporting their child's emotional health- courses and targeted support</p> <p>Timely intervention ensures children meet individual targets of achievement and make good progress</p> <p>Life experiences are broadened and aspirations and life chances and knowledge.</p> <p>To provide support/ challenge in all classes for children at all ability levels.</p> <p>To provide curriculum workshops for parents to inform them of how they can best support their child/ren at home.</p> <p>Support is timely, appropriate and focussed on the children making good progress from their starting points.</p> <p>Support /interventions are monitored and evaluated for effectiveness and progress of the children.</p> <p>Tracking of progress is positive.</p>					
<p>To support children and families in giving them a strong foundation at the start of their learning journey</p>	<p>Fund nursery fees in addition to 15 hours universal or 2 year old funding</p>	<p>Vocabulary size relates academic success. EYFS is</p>	<p>Welcomm assessments- referrals to SALT</p>	<p>EYFS</p>	<p>Termly</p>

		crucial for increasing breadth			
Development of emotional friendly school -to support the emotional wellbeing of children and families. The emotional wellbeing of the children and families is improved. Children make improved progress in academic work through improved mental health.	Whole school approach re emotions and being safe and ready to learn	Success breeds success and a child has to feel safe and able to know how to access support they need	Monitoring from SLT	SLT	Termly
Each child to identify and reflect on how they learn best, give children the opportunity to ensure they are able to apply these in their lessons. Cohort academic planning to ensure the whole learning experience is rich, varied and relevant to the specific cohort	Learning to learn approach Whole School SIP priority for 19/20	Children who recognise their best learning approach are able to apply this to make good progress	Audit from autumn questionnaire and review at summer	Pastoral team SLT	Termly
Support children in order for them to feel safe and in the best place to learn. Part of Encompass to ensure timely support with multi agency working Planned circle time	Embrace- ACE and Trauma informed school	Statistically reducing ACE's and supporting trauma enables pupils to be emotionally able to fully access learning	Audit and receive support for LCC Embrace lead Police partnership working	NJ/JL	Termly
Total budgeted cost					£114360
Targeted/intervention Support					
Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is	Staff lead	Review

			implemented well?		
Intervention matches accurately the needs of the pupils to improve achievement	<p>Learning to learn approach -Each child to identify and reflect on how they learn best, give children the opportunity to ensure they are able to apply these in their lessons.</p> <p>Additional resources to support the provision map</p> <p>Staff support for small groups and 1-1 interventions in order to remove barriers to learning in literacy, maths, fine motor skills and social skills Support is timely, appropriate and focussed on the children making good progress from their starting points.</p> <p>To support and monitor referrals. To provide clear strategies to support individual children with additional needs to maximise their potential. Support is timely, appropriate and focussed on the children making good progress from their starting points. Referrals to the LA are completed efficiently and support/ interventions received begin sooner rather than later.</p>	Timely and early intervention means gaps can be narrowed before they get wider	<p>Monitored by SEND team</p> <p>Support /interventions are monitored and evaluated for effectiveness and progress of the children.</p>	Deputy and RC	termly
To support and monitor referrals. To provide clear strategies to support individual children with additional needs to maximise their potential.	Educational Psychologist	Early support to ensure all needs are met from all agencies	Support /interventions are monitored and evaluated for effectiveness and	SEND team	Termly Annual reviews

To support families in ensuring that financial difficulties do not prevent children from experiencing enhanced learning opportunities and experiences. Including holiday clubs, sports clubs, musical clubs, uniformed groups	Fund trips and schools adventure as well as residential in year 6 Foodbank support	Ensuring that children get the same opportunities	Pastoral team monitoring and weekly meeting's Whole school approach	Pastoral team am SLT	termly
To support children to learn a musical instrument or other external enrichment clubs where money shortage means this is not a priority Children take part in quality arts lessons and achieve well in other subjects.	Fund music, clubs etc for those children who we have identified as in need and from their barriers and answers in questionnaires	Giving children wider opportunities and experiences gives them aspirations to succeed	Pastoral team monitoring and weekly meeting's Whole school approach	Pastoral team and SLT	Termly
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 and improves attendance. To treat children with headlice in school. To provide funding for casual club.	To ensure that all children are given equal opportunities and that money is not the barrier				
Total budgeted cost					3600
4. Overall Data Impact					
<p>Summer 2019</p> <p>Pupil Premium includes children who are in receipt of a Free School Meal (FSM), Ever 6 (those who have ever been eligible for FSM in any of the previous 6 years) and Looked After Children (LAC).</p> <p>19.8% (99) 20.8% (104) of our children are eligible for a Pupil Premium Grant. – ever 6</p>					

Shows the percentage of children who are working towards the expected standard and beyond (EXS).

Pupil Premium

KS1

YGE	Year 1		Year 2		ALL	
No of pupils	8		11		19	
Reading	6 75%	6 75%	9 (82%)	10 (91%)	15 79%	16 84%
Writing	6 75%	6 75%	9 (82%)	9 (82%)	15 79%	15 79%
Maths	7 88%	7 88%	9 (82%)	9 (82%)	14 74%	16 84%
RWM	EXP:3/38%		EXP: 9 (82%)		EXS- 12-63%	
	GDS: 2-5%		GDS: 4 (18%)		GDS - 6-32%	

PPG KS2

YGE	Year 3		Year 4		Year 5		Year 6		ALL	
No of pupils	11		18		11		19		59	
Reading	8	10	12	15	10	11	17	18	47	54
	73%	90%	66%	83%	91%	100%	90%	95%	80%	91.5%
Writing	8	8	13	11	10	11	17	19	42	49
	73%	90%	72%	61%	91%	100%	90%	100%	71%	83%
Maths	8	8	12	16	9	11	16	16	45	51
	73%	73%	66%	89%	82%	100%	84%	84%	76%	86%
RWM	EXP: 7 63%		EXP:13 72%		EXP: 9 82%		EXP: 16 84%		EXP:44 74%	
	GDS: 1 9%		GDS: 4 22%		GDS: 1 9%		GDS:4 21%		GDS: 10 17%	

Summary

- 21% inc nursery of our pupils are eligible to receive pupil premium funding and 19.9% to receive a free school meal (higher than both the 16.2% Lancashire and 15.7% national averages).
- In Nursery the PPG strategy has been successful due to the 1-1 Key worker relationships and using the funding to ensure support and intervention are at the point of need for each individual child and family; learning sacks have been used to support families and 3 families have benefited from early interventions support as well as signposted to outside agencies. Individual SALT plans are used to support children in provision; an additional member of staff has been employed to lead 'Squiggle while you wiggle and further PD movement classes.
- In KS1, at least 63% of pupil premium children are achieving the expected standard in RWM which is similar to non FSM children. This is good achievement and how's the impact of POG money is narrowing the gap and ensuring the outcomes for children from a disadvantaged background are not barriers to their learning.
- Progress for year 1 and 2 s good in Math's and Writing- Reading fell in spring, intensive provision has been put in place this summer term and results have improved.
- Progress across KS2 is very good with only a 1 or 2 children not on track- lines of enquiry for Autumn is Math's in for new year 4 and 6 and writing in year new year 5.
- Writing in year 4 has been a focus with a drama led writing project linked to the topic of Vikings to narrow this gap, this has had some impact however more time with this approach is needed. This will form part of Cohort targets in Autumn 19 for year 5.
- END of KS 2 PPG attainment has increased in writing and Math's showing the impact of our PPG strategy particularly building on their cultural capital and widening their real life experiences to give gravity to their understanding.
- Achievement of the expected standard across KS 2 is above 72% for RWM for year 3,5 &6 and 62% for year 3; this is above national standards and demonstrated clearly the impact of our PPG funding
- Individual questionnaire's for all PPG children have been conducted and these lines of enquiry, strengths and weaknesses will form the PPG strategy statement for the forthcoming academic year- this will support the allocation of the specific budgets and support for children's wider experiences and aspirations.
- All children who are not on track will be placed into small intervention groups for the Autumn term, these groups will focus on over learning strategies to strengthen the foundation needed for the children to build on and strengthen their knowledge. These groups will be run by our Senior Leading learning mentor.

Autumn 19

Spring 20

