

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 non- 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	£124,940 This is a reduction on previous years £900 service £114840 Ever6 £9,200 PA	Date of most recent PP Review	Updated: 14.1.20
Total number of pupils	415 and 70 in Nursery	Number of pupils eligible for PP	PP 21.3% (102) Ever 6 19.2% (92)	Date for next Strategy Review	March 2020

2. Current Attainment		
Results KS 2 2019	Pupils eligible for PP	Pupils not eligible for PP
% achieving in RWM, Reading, Writing, Maths	68.4	77
% achieving in Reading	84	93
% achieving in Writing	89	88
% achieving in Maths	84	88

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 and KS 1 – 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 learning
- Overprotective and 'I want' parenting giving children the power and decision making
- Lack of face to face family time and shared daily experiences
- Cultural Capital low- lack of experiences and activities mean a significant amount of time spent on screens

Planned Expenditure

Academic Year- 2019 - 2020

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 implemented well?	Staff lead	Review
<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</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>	<p>NJ/JB</p>	<p>Termly review in PPG strategy meeting re data and impact</p>

<p>historically experiencing emotional difficulties that are causing barriers to learning</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 as well as aspirations, 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>					
---	--	--	--	--	--

To support children and families in giving them a string foundation at the start of their learning journey	Fund nursery fees in addition to 15 hours universal or 2 year old funding	Vocabulary size relates academic success. EYFS is crucial for increasing breadth	Welcomm assessments- referrals to SALT	EYFS	Termly
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.- ACE /trauma informed school	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 implemented well?	Staff lead	Review
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</p> <p>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</p> <p>Support is timely, appropriate and focussed on the children making good progress from their starting points</p> <p>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	Educational Psychologist	Early support to ensure all needs are	Support /interventions are monitored	SEND team	Termly

<p>with additional needs to maximise their potential</p> <p>Support is timely, appropriate and focussed on the children making good progress from their starting points</p> <p>Referrals to the LA are completed efficiently and support/ interventions received begin sooner rather than later</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</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>To support children to access the curriculum and make progress towards meeting year group expectations/ expected progress</p>	<p>Contribution to SEN budget</p> <p>Additional resources to support the provision map</p>	<p>met from all agencies</p>	<p>and evaluated for effectiveness and progress of the children.</p>		<p>Annual reviews</p>
Total budgeted cost					4000
Enrichment					
Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is	Staff lead	Review

			implemented well?		
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					
Summer 2019					

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).

19.8% (99) 20.8% (104) of our children are eligible for a Pupil Premium Grant. – ever 6

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 73%	10 90%	12 66%	15 83%	10 91%	11 100%	17 90%	18 95%	47 80%	54 91.5%
Writing	8 73%	8 90%	13 72%	11 61%	10 91%	11 100%	17 90%	19 100%	42 71%	49 83%
Maths	8 73%	8 73%	12 66%	16 89%	9 82%	11 100%	16 84%	16 84%	45 76%	51 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

Pupil Premium Pupil Premium Attainment / Progress Report Autumn 2019

No in school: FSM/Ever 6 19.2%- 92, Service children 1.2% - 6, CLA – 1.8% -9

PPG total 21.3% - 102

EYFS- Reception

No in Nursery: FSM / EVER 6 15.2% (9), Service Children 1.6% - 1, CLA – 1.6% -1 PPG total 18.6% -11

No in Reception: FSM / EVER 6 18.3% (11), Service Children -0, CLA – 8.3% -5 PPG total 23.3% -14

Groups	No of pupils				
		Reading	Writing	Maths (N&SSM)	GLD
Pupil Premium	11	8 73%	10 91%	8 73%	7 64%
Non Pupil Premium	49	45 92%	48 98%	45 92%	38 78%
All children	60	53 88%	58 97%	53 88%	47 78%

KS1

YGE	Year 1		Year 2		ALL	
No of pupils	10 3 of which is SEN		8 1 of which is SEN		18	
Reading	7 (70%)	8 (80%)	5 62.5%	4 50%	12 67%	12 67%
Writing	7 (70%)	9 (90%)	6 75%	5 37.5%	13 72%	14 78%

Maths	7 (70%)	10 (100%)	5 62.5%	6 75%	12 67%	16 89%
RWM	EXP: 60% GDS: 0%		5 62.2%	11 61%		

PPG KS2

YGE	Year 3		Year 4		Year 5		Year 6		ALL	
No of pupils	13 1 of which is SEN		11 3 of which are SEN		20 3 of which are SEN		13 1 of which is SEN		57	
Reading	10 (77%)	12 (93%)	8 73%	11 100%	17 85%	17 85%	11 85%	12 92%	46 80%	52 91%
Writing	7 (55%)	7 (55%)	8 73%	11 100%	16 80%	17 85%	10 75%	11 85%	41 72%	47 82%
Maths	8 (63%)	10 (77%)	8 73%	11 100%	17 85%	17 85%	10 77%	12 92%	43 75%	50 88%
RWM	7 (58%)		6 55%		14 78%		9 69%		36 63%	

Summary- Autumn 2019

- 21% inc nursery of our pupils are eligible to receive pupil premium funding and 19.2% to receive a free school meal (higher than both the 16.2% Lancashire and 13.7% national averages).
- Nursery EYP pupils continue to make good progress against development matters- story sacks bespoke for their needs are currently being developed to build on the experience and widen the opportunities too.
- In Nursery and REC 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. Children's academic, social and emotional development has benefited from early intervention through speech and language referrals, WellComm assessment and plans. Key workers work closely with families to give them the tools that they need to support learning at home; with training around Schema's being provided as well as story sack resources to promote communication and language skills. Additional staffing ensures that interventions such as SALT plans, WellComm plans and EAL plans are implemented on a daily basis, including 'Squiggle While you Wiggle' which supports children's developing physical development skills.
- EYFS- reception data shows writing is a strength with Maths and reading an area to focus on in the Spring term.
- In KS1, at least 61% of pupil premium children are achieving the expected standard in RWM this is lower than non FSM children. This result will be higher as children in year 2 have not made their progress targets. Therefore, intervention on reading and writing will be in place for the spring term in order to show that the impact of PPG money is narrowing the gap and ensuring the outcomes for children from a disadvantaged background are not barriers to their learning.
- Progress and achievement for year 1 in RWM is very good, demonstrating the impact of small intervention activities in Reading, writing and phonics is narrowing the word gap. PPG money has been used to support children in Year 1 through small group intervention focusing on narrowing the word gap.
- Children in year 1 and 2 have been identified for the spring term to widen their experiences, cultural capital, and reduce the word gap difference to their peers, therefore word gap intervention will continue for the Spring Term.

- Progress across KS2 is very good with only a 1 or 2 children not on track- Areas of intervention for Autumn were Math's for year 4 and 6 and writing in year 5. This has work has shown dividend with all bar 2 children in year 4 and 6 achieving their target in math's and only 3 children in year 5 not making target in Writing- This will continue to form part of Cohort targets in Spring 20 for year 5.
- Achievement of the expected standard across KS 2 is above 65% for RWM which is above national standards and demonstrated clearly the impact of our PPG funding.
- Writing continues to be a line of enquiry this summer for end of Key Stage 2 as this has historically been lower then reading, this term has seen an improvement and we want to continue in the narrowing of this gap. - Particular focus in year 3 - detailed analysis is being carried to identify what the issues are especially as writing is an area of development for the whole year group in particular boys.
- Individual questionnaires for all PPG children have been updated and these lines of enquiry, strengths and weaknesses will form the PPG strategy statement for the forthcoming spring term - this will support the allocation of the specific budgets and support for children's wider experiences and aspirations.

Spring 2020