

Bowerham Pupil Premium Strategy Statement 2021-22

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 if 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	2021-22	Total PP budget	£151,885	Date of most recent PP Review	July 2021
Total number of pupils	511 89 of which are nursery	Number of pupils eligible for PP	PP 23.5% Ever 6 21.2%	Date for next Strategy Review	October 2021

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 <ul style="list-style-type: none"> 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 and 2 – 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
- 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/ use of YouTube
- 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. Lack of parental guidance on Keeping safe online
- School and learning not seen as important or past 'life school' experiences impacting on children's learning
- Screen time narrowing the children's experience and being used as a babysitter rather than using the screen to broaden and support education
- 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
- Reduction on services and rising thresholds meaning more vulnerable/ struggling families not getting the support they needs

Barriers due to COVID:

- Financial constraints and stress associated
- Lack of services open/ availability as working from home
- Educational/ entertainment venues closed
- Lack of technology
- Lack of social support network as cannot see families
- Worry about media and COVID19 effects

Planned Expenditure					
Academic Year- 2021-22					
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
To improve the emotional wellbeing of children and families post COVID 19 and lockdown.	<p>Overview of Needs for each cohort of children to be planned into curriculum mapping and overview.</p> <p>Focus on circle time and mindfulness in whole class room approach.</p> <p>PSHE planning and delivery.</p> <p>Change of timetable to a four day week with a Friday available for teachers to support individual children and assessments.</p> <p>Pupil questionnaires and feedback.</p> <p>Use of pupil voice across the curriculum and through school councils.</p> <p>Year group bubbles with consistent staffing in place and trust buddies.</p> <p>Pastoral interventions.</p>	<p>On return from lockdown teacher and pupil assessment has shown various areas of emotional wellbeing that have needed to be addressed.</p> <p>Auditing these through the Overview of Needs, pupil voice and parents voice in each year group bubble allows all staff to be aware of needs and this to be addressed and threaded through the curriculum, environment and provision.</p>	<p>Pupil progress meetings</p> <p>Overview of needs analysis and audits</p> <p>Critical friends in each year group.</p> <p>Moderation of curriculum mapping.</p> <p>Pupil/ parent questionnaires feedback and analysis.</p> <p>Friday planning sheets to identify gaps in learning and next steps.</p>		
To improve the health of the children after COVID19 lock downs and lack of physical movement.	<p>Daily fitness activities.</p> <p>An emphasis on physical movement throughout lessons.</p> <p>Further development of the physical aspects of the school site- balance beams in running area.</p> <p>Targeted playtime games for all.</p>	<p>Many children in school have put on weight due to the lack of being outside during lockdown and access to food throughout the day.</p>	As above		

	<p>Playleaders to run in each bubble with resources to facilitate physical development.</p> <p>Use of a physical development log - on Showbie for children to access.</p> <p>Development of orienteering course in and outside school.</p> <p>Links with Lancashire Sports.</p>	<p>Some children have also been anxious/ worried about going to places so they have spent more time indoors.</p> <p>Therefore, getting children outside and moving will be essential to their physical health and mental welfare.</p>			
<p>To ensure all children can access remote learning.</p>	<p>Remote learning facilities audit.</p> <p>ICT provided for all families in need to access remote/ blended learning approach.</p> <p>Increase in ICT facilities across school for children to access prior learning and to revisit learning.</p> <p>Remote learning to continue if children are ill or off school not just because of COVID</p> <p>Use of online platforms embedded into daily routines in school.</p>	<p>See EEF March 2019 USING DIGITAL TECHNOLOGY TO IMPROVE LEARNING Summary of recommendations</p> <p>As digital technology can be used as a means enhance children's learning we are keen that there is not a 'digital divide' in school and that all children have access to a broad curriculum and digital access beyond the school day.</p>	<p>Remote learning engagement audits</p> <p>Overviews of needs</p> <p>Log of remote learning support</p>		
<p>To reduce the gap of achievement of vulnerable/ PPG groups.</p>	<p>Ensure any gaps in learning are identified and planned for through weekly planning.</p> <p>Friday 'catch up' sessions.</p> <p>8:30am interventions</p> <p>Mapped Matrix of learning for different groups of children.</p> <p>1:1 tuition for targeted groups.</p> <p>Provision mapping to allocate support and intervention as needed.</p>	<p>School data suggests that PPG/ disadvantaged children have been affected mostly by COVID19 in terms of academic achievement. Further support and curriculum development is needed to address this and help close the gap.</p>	<p>Cohort target analysis.</p> <p>Pupil progress meetings</p> <p>Achievement data</p>		

	<p>The development of individual learning plans to include all areas of development and activities to access further at home.</p> <p>Use of 'Bugclub' to ensure reading progression and access to further reading for all beyond the school day.</p> <p>Lead SLT member to be the champion for our vulnerable children.</p> <p>focus on writing across the curriculum, with a focus on stamina and expectation</p>				
<p>To ensure metacognition, self-regulated and resilient learners continue to be developed in a changing curriculum.</p>	<p>Cohort academic planning to ensure the whole learning experience is rich, varied and relevant to the specific cohort.</p> <p>Continued use of school assessment for learning procedures and policies.</p> <p>Focus on growth mind set and mindfulness across school.</p> <p>Focus on Pupil Voice with year group bubbles.</p> <p>Environment set up to promote independence.</p> <p>Lunchtime routines and procedures to support independence.</p> <p>Regular brain breaks</p> <p>Structured starters mapped out to link to end of topic quizzes</p>	<p>Metacognition and self-regulated learning is proven to be the most cost effective way of ensuring progress across the curriculum (EEF April 2018).</p>	<p>Metacognition audit and EYFS Independent behaviours assessment.</p> <p>Typical assessments of metacognition that can be used in the classroom by teachers include:</p> <ul style="list-style-type: none"> • traces—observable metacognitive strategies used by pupils while completing a task, such as underlining a passage or making notes; • observation—observing learners while they are completing a task, and estimating their use of metacognition directly, allows teachers to take non-verbal behaviours and social interactions into account; recording measures like 'time-on-task' or homework completion rates can also let teachers 		

			<p>make inferences about self-regulated learning;</p> <ul style="list-style-type: none"> • self-report questionnaires—perhaps the most common assessment strategy is retrospective pupil self-reporting in the form of questionnaires (a note of caution should attend this method: recalling metacognitive strategies accurately is a difficult challenge for learners); • structured interviews—though challenging to implement, interviews can take the form of a hypothetical learning scenario, with pupils asked to describe how they would use self-regulated learning strategies during it, thus allowing them to access, or not, more context-specific strategies;⁴³ and • talk aloud protocols—assessments that get pupils to express their thought processes while doing a particular task (these self-reporting measures, however, may be biased by pupils' literacy and ability to articulate their thoughts). 		
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To ensure a strong foundation for children at the start of their learning journey	Fund nursery fees in addition to 15 hours universal or 2 year old funding Introduced NELI and RBA Engage children in high quality speech and language activities – songs, rhymes, letters and sounds, stories and make believe play. Continue focus on sensory experiences, building independence and endencemaking healthy choices.	Vocabulary size relates academic success. EYFS is crucial for increasing breadth	Welcomm assessments- referrals to SALT	EYFS	Termly
Staff training on trauma and support for those vulnerable children and Post looked after	Fund training by school EP	Training ensures shared approach to all children at the point of need	Monitoring by SLT data	SLT	Termly
Children to feel secure in their learning environment and able to deal with changes of COVID19.	Support children in order for them to feel safe and in the best place to learn. Clear routines and timetable in place. Clear risk assessment and cleanliness procedures- individual resources. Part of Encompass to ensure timely support with multi agency working Planned circle time Embrace- ACE and Trauma informed school	Children have been in and out of school for the last year. They are bombarded with media about their own mental health, death, the impact of not following rules and guidance. They need to feel safe (as always) in school through a structured routine and ability to be 'normal' within this.	Audit and receive support for LCC Embrace lead Police partnership working		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
Early intervention given for families at the point of need.	<p>To support and monitor referrals. 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> <p>Pastoral team to work with staff and areas of concern to ensure referrals to external agencies when needed.</p> <p>Pastoral support provided to targeted groups as identified by the Overview of Needs in each year group bubble.</p>	Families that have early intervention to help meet their needs has a direct impact on outcomes for children. Children cannot learn without their basic- physical and emotional needs being met (Maslow's Hierarchy of Needs). Supporting families supports children and helps them to thrive.	<p>Professional contacts list</p> <p>Pastoral meetings</p> <p>Year group bubble meetings and discussion of concerns.</p> <p>CAF/ TAF meetings</p> <p>Liaising with external agencies.</p> <p>Tracking chronology through CPOMS</p>		
To ensure parents are fully informed of the way children learn so to support the importance and reason for homework and ILP work at home.	Training and support for parents on how children learn – evidenced based to support work at home and parents being the main educator 20- school and 80 home	Evidence based of research of metacognition	Monitored through data analysis and overview of needs	JG, SB	termly
<p>Intervention matches accurately the needs of the pupils to improve achievement.</p> <p>To support children to access the curriculum</p>	<p>Additional resources to support the provision map</p> <p>Assessment procedures in place to identify specific difficulties and barriers to learning.</p> <p>Overview of needs</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>	RC and team	termly

and make progress towards meeting year group expectations/ expected progress.	Tuition support for small groups and 1-1 interventions in order to remove barriers to learning in literacy, maths – areas identified from data e.g. writing groups, comprehension strategies, language development. Support is timely, appropriate and focussed on the children making good progress from their starting points				
To provide clear strategies to support individual children with additional needs to maximise their potential	Educational Psychologist and SENDCO assessments and action plans in place. Individual Learning Plans developed to target areas of needs with activities and provision. Work with external agencies such a SALT, ADHD pathways, School Health to ensure action plans and resources are added to ILPs.	Early support to ensure all needs are met from all agencies.	Support /interventions are monitored and evaluated for effectiveness and progress of the children.	SEND team	Termly Annual reviews
Total budgeted cost					6500
Enrichment					
Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	Review
To support families in ensuring that financial difficulties do not prevent children from experiencing enhanced learning opportunities and experiences.	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 and SLT	termly

Including holiday clubs, sports clubs, musical clubs, uniformed groups					
To provide enrichment opportunities in the local area	<p>Develop action plan based on areas identified from PPG strengths and weaknesses e.g library, theatre, museum, gallery visits.</p> <p>Project based work on the Eden Curriculum expeditions – children take part in enquiry based, outdoor, challenge focused projects based in the local area designed to nurture a deeper, richer understanding of our local area through which young people can develop knowledge and skills to make an active contribution to the community.</p>	Ensuring that children get the same opportunities	Pastoral team monitoring and weekly meeting's	Pastoral team and SLT	Termly
To support children to learn a musical instrument or other external enrichment clubs where money shortage means this is not a priority	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
To ensure that all children are given equal opportunities and that money is not the barrier.	<p>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.</p> <p>Provide funding for casual club</p>	EEF, although low impact and cost this supports those families who just can't afford it.	Targeted at the point of need.	Office and pastoral team	As and when

	Provide access to remote learning. Referrals for families for emergency assistance when needed.				
Total budgeted cost					3600

4. Overall Data Impact

Summer 2021

Pupil Premium Attainment / Progress Report July 2021

No in school: **FSM/Ever 6 21.2%- 105**, Service children 1% - 5, CLA – 2% -10 PPG total 23.5% - 116

Clear boxes =National Expectation- Grey= progress

Reception

Reception July 21	No of pupils	% of pupils working at the expected standard			
		Reading	Writing	Maths (N&SSM)	GLD
Pupil Premium	9	5 55%	5 55%	6 66%	5 55%
Non Pupil Premium	52	42 80%	40 95%	45 86%	39 75%
All children	61	77%	74%	80%	79%

KS1

YGE	Year 1		Year 2		ALL	
No of pupils	16		13		29	
Reading	10/63%	16/100%	10/77%	10/77%	20/67%	26/90%
Writing	10/63%	14/88%	7/54%	8/62%	17/59%	22/76%
Maths	10/63%	13/81%	8/62%	8/62%	18/62%	21/72%
RWM	11/75%		3/23%		14/48%	

KS2

YGE	Year 3		Year 4		Year 5		Year 6		ALL	
No of pupils	9		17		14		19		59	
Reading	6/67%	4/44%	8/47%	13/76%	8/57%	11/79%	13/86%	15/79%	35/59%	43/72%
Writing	2/22%	3/33%	14/82%	9/53%	6/43%	9/64%	13/68%	13/68%	35/59%	34/58%
Maths	7/78%	6/67%	8/47%	10/59%	6/43%	11/79%	14/74%	15/79%	35/59%	42/71%
RWM	6/67%		9/56%		6/43%		10/53%		31/53%	

Summary- July 2021

It is clear that the effects of COVID have been on our most disadvantaged children, despite many of them attending school to gap has continue to grow due. We believe this is down to many children from more affluent homes had 1-1 or small group work from their parents throughout the time and their learning was not affect and their foundation strengthen through individual support.

Writing is the area for focus in all year groups. The lack of wider life experience, reading and breadth of knowledge and understanding is the barrier to the learning. As a result we are continuing to adapt our planning, timetables and teaching of reading to help narrow this gap for those children.

- 23.5% inc nursery of our pupils are eligible to receive pupil premium funding and 21.2% to receive a free school meal (higher than both Lancashire and national averages).
- Cohort specific target focuses –Communication & language and Physical Development- focus on early mark making/sensory and physical experiences
- Continue to focus on prime areas engaging children in high quality speech and language activities- songs, rhymes, letters and sounds, stories, make believe play.
- Continue to focus on building independence, making healthy choices and toileting.
- Continue to focus on involving children in sensory experiences
- EYFS- reception data shows writing is a strength with writing and mark making Maths and reading being the focus for the coming weeks into the summer term.
- In Year 1 over 75% of PPG children are achieving the expected standard in RWM. Which is in line with Non FSM children. This is evdene that the intervention plans across year 1 have had a significant impact on the children’s progress and achievement. Year 2 will be adapting the same strategies to ensure the children’s interests, needs and achievement are planned to suit their learning needs thus ensuing knowing more learning more.

- Looking at the Year 2 areas for development this year have been reading and in particular writing. Classroom management and organization has been adapted to ensure these groups are targeted every day in class. Each class has a full time TA and an additional TA who supports as necessary in the afternoon. The timetable and classroom environment has also been adapted, with extra provision to support interests, speaking and listening, reading and writing. This includes a workshop area, construction and small world area, reading and writing area. Fab Fridays will include a physical activity, art skills, provision and role play. By allowing the children to be independent in their choices and areas of interest's staff have been able to target these children who need 1/1 input throughout the afternoon. Guided reading and activities will be adapted to link with predictable interests and to widen their experiences and knowledge and understanding. This has had impact with an improvement in reading and writing both national achievement and progress. This momentum needs to be maintained in year 3. Math's achievement and progress has shown a dip towards the end of the summer. This may be due to the increased focus on reading and writing or indeed the increasing complexity of math's as the children progress. Summer homework will provide extra practice for those children. Year 3 class teacher is a maths specialist teacher – the autumn term will ensure that the just of children will be back on track by December
- Achievement of the expected standard across KS 2 is very poor for RWM, although there has been some improvement.
- Writing is the casualty of the pandemic. Children have not had the stamina to write to the standards expected in school. Many parents are unaware of the year group expectations and therefore are very proud of their children's work. This then becomes a barrier when expecting children to edit work or redo. - there will be a whole school focus on writing across the curriculum, ensuring we work on stamina and expectation.
- Furthermore, we have continued to ensure we operate on a 4 day timetable through Showbie to ensure progression and continuity in case of further bubble closures. Therefore, we intend to give all teacher PPA on a Friday all day to ensure next step teaching at the point of need, to use Friday as a catch up, go over, overlearning day to ensure while teacher use this time to plan, to 1-1 work and small group work to ensure concepts are achieved and understood in order to narrow the gaps and ensure progress for all.
- In addition to isolating and the national lockdown the PPG children have had to cope with changes of staff and children in the setting. Due to the nature of some of our more disadvantaged children who have SEN needs too this will have had an impact on their ability to focus on their work.
- Many of the children with PPG did not engage with the online provision in place, unless they were in school. Again, their needs have not been met due to lack of parental support or the ability of parents and thus targets have not been met. The learning of these children has also been impacted by the social effects of lockdown- some of the children have been through significant trauma.
- A significant amount of intervention across school has been actioned since their return. IEPs have been changed to ILPs and all activities have been added to Showbie to continue learning. Parents have also been made aware of their direct negative impact on their children's engagement and achievement due to lack of support.

Autumn 2021

Spring 2022