

Pupil Premium Grant

The Pupil Premium Grant is provided so that schools can:

- raise the attainment of disadvantaged pupils of all abilities to reach their potential
- support children and young people with parents in the regular armed forces

Bowesfield Primary Pupil Premium 2019-20 The funding is based on pupil census information recorded in January 2019	2019-20
Total number of pupils in the school	248
Number of PP-eligible pupils:	107
Total pupil premium budget:	£141,240

At Bowesfield Primary, we have identified the following as the main barriers to educational achievement for some pupils currently in receipt of Pupil Premium:

Limited support for learning from home – this impacts on a range of factors which can include:

- early language development and early reading.
- attendance
- parental understanding of school expectations

Limited support for social and emotional welfare for pupils who may experience complex and challenging circumstances and changes at home or within the community.

Limited access to a range of experiences and activities e.g. physical activities, visits

Limited understanding of the UK education system for families who have recently moved to the UK and who may speak limited English.

The date of the next review of the school's pupil premium strategy is February 2020.

Tier 1 – Teaching

Rationale

EEF research 2018 - The EEF Guide to the Pupil Premium – ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’.

DfE / NFER briefing 2015 (Included in NCTL publication, February 2018). High quality teaching for all – ‘one of the most effective ways to support disadvantaged pupils’ achievement is to emphasise quality teaching first and provide consistently high standards’.

Identified barrier to achievement	Action to overcome barrier	Planned impact	Monitoring impact	Allocated amount
Limited support for learning from home – this can impact on early language development.	Subject leader training to support high quality teaching and learning across the curriculum.	All children access high quality education across the curriculum.	Quality of teaching monitored through observations, work scrutiny and data analysis – outcomes reported to Governors by subject leaders.	£350
	Training on writing.	Improved outcomes for writing in each year group.		£350
Limited support for learning from home – this can impact on early language development and early reading.	Termly Read Write Inc. Consultant support to ensure that phonics teaching is high quality and effective.	Phonic Screening Check outcomes are in line with national average.	Half termly monitoring of phonics achievement and progress.	£1500
Review 1: February 2020				
Review 2: July 2020				

Tier 2 – Targeted academic support

Rationale

EEF research 2018 - The EEF Guide to the Pupil Premium – ‘evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement’.

DfE / NFER briefing 2015 (Included in NCTL publication, February 2018). Meeting individual learning needs – ‘one of the most effective ways to support disadvantaged pupils’ achievement is to identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in their learning’.

Data driven and responding to evidence: ‘teachers use data to identify learning needs, review progress every few weeks and address underperformance quickly’.

Identified barrier to achievement	Action to overcome barrier	Planned impact	Monitoring impact	Allocated amount
Limited support for learning from home which can impact on attendance, parental understanding of school expectations, early language development and the development of reading.	Provision of speech and language therapy within school.	Children with a high level of need in language and communication have their needs identified early and get the support they need to make progress.	Termly review of how provision is being allocated by SENCO. Individual reviews as scheduled by therapist.	£9,990
	Purchase and use of WELLCOMM screening tool for speech and language.	Needs of individual children so that provision is tailored to meet these. Children who need specialist assessment and support are identified early.	Review as part of Pupil Progress meetings half termly.	£468
	Provision of additional sessions from Educational Psychology Service	Early identification of children with Special Educational Needs who require specialist support. Regular monitoring of progress. Increase staff expertise in supporting children with SEN.	Termly review of how provision is being allocated by SENCO. Individual reviews as scheduled by therapist.	£5,500
	PixL membership	Teachers use data to identify group and individual needs and target therapies / interventions to address these and close the gap.	Review as part of Pupil Progress meetings half termly.	£2,675
	KS1 reading intervention	Improved outcomes for children at EYFS, Phonics Screening Test and KS1.	Review as part of Pupil Progress meetings half termly.	£17,323

	1:1 RWI phonics	Improved outcomes for children at EYFS, Phonics Screening Test and KS1 – focusing on children achieving well below age related expectations.	Review as part of Pupil Progress meetings half termly.	£4,184
	Early Years interventions	Children whose achievement is well below age related expectations on entry are able to make good progress to close the gap.	Review as part of Pupil Progress meetings half termly.	£21,025
Review 1: February 2020 Review 2: July 2020				

Tier 3 – Wider strategies

Rationale

EEF research 2018 - The EEF Guide to the Pupil Premium. 'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.'

DfE / NFER briefing 2015 (Included in NCTL publication, February 2018). 'Addressing behaviour and attendance: schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families'.

National Governance Association – Spotlight on Disadvantage 2018 – Practical Insight Two – 'in the pupil premium spending strategy, teaching and learning initiatives should be accompanied by more pastoral initiatives which are often better at addressing specific barriers to educational achievement which hold back pupil premium pupils.'

Identified barrier to achievement	Action to overcome barrier	Planned impact	Monitoring impact	Allocated amount
Limited support for social and emotional welfare for pupils who may experience complex and challenging circumstances and changes at home or within the community.	Staff member with allocated time to promote mental health and emotional well-being.	Children's emotional well-being improves so that they can make positive relationships and are ready for learning.	Review as part of Pupil Progress meetings half termly. Discussion with children.	£20,548.83
	Emotion Coaching – training for staff	Staff can support children in managing their emotions so they can engage in learning.	Staff feedback. Observations of teaching and learning.	£800
	Pastoral Support Adviser available to work with families to promote attendance, physical and emotional well-being.	Children are in school, ready to learn and make at least expected progress. Families can access support from a range of services. Early identification of families who need support through Early Help.	Half termly attendance data. Daily, weekly and fortnightly attendance monitoring. Feedback from families in meetings with other agencies. Record of families accessing support.	£20,066.84
	Bungalow Partnership therapeutic support for targeted children.	Children's emotional well-being improves so that they are ready for learning.	Reviews by therapists based in individual's number of sessions and progress.	£7,878
Limited access to a range of experiences and activities e.g. physical activities, visits	Subsidised places at Cookery Club	Children participate in and enjoy activities. Children's motor and social skills improve. Children develop knowledge of healthy eating.	Number of applications for club. Attendance. Discussion with children.	£520

	Subsidised school visits.	100% participation in visits with no child unable to participate because of money. Children have opportunities to participate in a wide range of events and visits to support learning and development.	Participation in visits. Discussion with children.	£11,401.33
Limited understanding of the UK education system for families who have recently moved to the UK and who may speak limited English.	Interpreters available for meetings with classteachers, Pastoral Support Advisers, initial visits to school and SEN meetings.	Families understand how their children are achieving, are aware of any concerns and know what they can do to help at home.	Discussion with family members.	£5000
Review 1: February 2020				
Review 2: July 2020				