

## 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

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

Subject leaders in maths, English, science, history, Religious Education, Physical Education have all attended subject leader meetings or training. This has led to developments both in curriculum and approaches to teaching and learning to further engage children and improve outcomes.

KS1 staff are part of a Local Authority ‘Building on Strong Foundations’ project to promote opportunities for playful learning, currently within science and design technology. Children are using ‘Talking Tubs’ (real objects to promote thinking and discussion). This is having a positive impact on engagement and on the quality of questions and discussion.

Early Years hold a ‘Reading Together’ session every Friday. Parents and carers share a book with their child, or a small group of children. Adults and children then listen to a story read by the teacher who models questions – developing parent’s confidence in asking questions while sharing a book at home.

Read, Write Inc. consultant has completed 2 Development Day visits since September. Effective practice in teaching and learning of phonics has been observed and staff have been supported in targeting groups and children for further improvement.

#### Review 2: July 2020

Data not available for summer 2020.

Families were supported in home learning through the use of Oak Academy, White Rose maths and Tapestry.

Writing training scheduled for June and so could not take place – to be rescheduled for the autumn / early spring term.

## 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**

Speech and Language Therapy – 13 children have been referred and have either already been assessed or will be after Easter. 5 children are working on blocks of direct therapy, with some impact on the clarity of speech observed. 2 families failed to opt in and are being supported to opt in for a second referral. 2 families did not attend the appointment for their child and this needs to be rearranged.

The therapist has also provided support and guidance to staff so that they can support children within their classes. She has provided training on 'Colourful Semantics' to staff as a tool which supports grammatically correct speech and writing.

The WELLCOM screening tool has supported Early Years staff in early identification of speech and language needs. Children are now working to develop their vocabulary in targeted groups at their developmental level.

Educational Psychology provision – 10 children have worked with the Educational Psychologist since September. The work varies according to need but has included full consultations (meetings with parents and staff), observations of children in class, cognitive assessments. The findings support applications for High Needs Funding or Statutory Assessment of needs as well as identifying strengths and strategies to support children.

Staff have had training on Precision Teaching and Emotion Coaching, to support learning and emotional well-being.

PiXL has identified any gaps in learning for individuals and across classes in maths, reading and writing. These are being used in class to target specific areas with children or groups who need support. There is evidence of improvement, for example, Y6 children have improved their ability to answer reading questions both within class and in a test situation.

1:1 RWI phonics – 20 of 27 moved up to at least the next group between December and February assessments. The children who have stayed within the same group have all made individual progress; just not enough to move up a group yet.

EY interventions – within EY, RWI 1:1 interventions have resulted in only 4 children within the cohort who are not meeting age related expectations in phonics.

Small group interventions using WELLCOM have impacted positively on the communication skills of the children taking part.

**Review 2: July 2020**

Work continued with Educational Psychologist during COVID-19 lockdown period to ensure that children with EHCPs had their needs met. All children with EHCPs were invited to continue to attend school as vulnerable children but due to concerns from parents about COVID-19, only one did from June.

Data not available for Y1 Phonics Screening test – however, the majority of children have retained what they knew in March. Access to RWI was provided daily on Facebook group page and on Tapestry for Reception children.

### 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**

Cookery Club has just started due to the illness of the provider during autumn and the first part of the spring term.

Emotion Coaching – session 1 gave staff a clear understanding of the rationale and of the physiological changes within the brain and body when someone is under stress; which impacts on their behaviour, ability to listen and think clearly.

Children who are working with the Emotional Well-Being Champion say:

'I'm talking about my feelings more'.

'She talks about my feelings I have at home and how it feels. I get to talk about my feelings instead of just being quiet and not telling anyone. We should have this because I don't have time to talk about my feelings with anyone else'.

'It helps me learn how to play'.

'I like to go out and get some space and peace sometimes. It makes me feel better and helps me talk to other people.

'It helps me when I have issues but I don't really get angry now because I've made loads of friends now. I've been good and my friends support me when I'm outside'.

Children have all been able to participate in visits to support learning.

**Review 2: July 2020**

Throughout the COVID-19 lockdown period, welfare calls were made to families to check on their health and well-being.

Much of the work completed in school at this time was focused on ensuring that children had access to FSM vouchers and that their parents / carers were able to navigate the process of redeeming these – which many families required support with.

Work was also done with local charities to support families in need through the provision of food parcels – identifying recipients, arranging delivery and collection. Evidence on the Facebook group page and comments made to staff shows that families appreciated this support as they may not have been able to access it without school.

This work has been continued during the autumn term.