

## 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 2020-21</b> <b>The funding is based on pupil census information recorded in January 2020</b>	<b>2020-21</b>
<b>Total number of pupils in the school</b>	286
<b>Number of PP-eligible pupils:</b>	122
<b>Total pupil premium budget:</b>	£164,090

**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.	Staff 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.		£525
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: March 2021

- Writing training twilight attended by teachers and teaching assistants 22.2.21. This has been the catalyst for discussion to further develop practice in planning for
  - purpose and audience (children develop a sense of who they are writing for and why so that their writing is effective).
  - planning for the writing process over a series of lessons (so children have models to refer to, opportunities to refine and improve their writing)
  - expectations for each year group (so that children know what they have to include)
- Next the staff will be developing practice in
  - editing
  - marking and feedback
- The Deputy Headteacher is leading this work and is supported through the Local Authority Raising Achievement in Writing professional development group.
- 3 staff have attended ‘Grammar for Writing’ training. This has increased their subject knowledge and knowledge of a range of strategies to use in the classroom. This impacts directly on the quality of teaching.
- Read, Write Consultant visit 1 was on 23.11.21.  
Due to COVID-19, she met with teachers to discuss children’s progress rather than observing sessions.
- The planned February visit could not go ahead due to lockdown but has been rescheduled for the summer term.
- We are delighted with the phonics outcomes for the Y2 classes who did their Phonics Screening Test in November. **92.5%** of the children reached the expected standard.

#### Review 2: July 2021

Due to a change in the staffing structure, different staff attended RAW on behalf of the DH and had training on slow writing and editing and redrafting and this was fed back in team meetings. This will be a focus for whole school training in September. LA monitoring visit included a work scrutiny for writing and noted the impact of the training on writing for audience and purpose. Quality of writing being produced show real improvement. Pupil voice showed children had a greater understanding of purpose and audience.

RWI consultant visit showed evidence of children making good progress and effectiveness of support to close the gaps from lockdown.

## 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.	£10,230
	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.	£4,896
	Targeted support for teaching and learning in key stage 2.	Improved outcome in learning for children in key stage 2. 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.	TA Support £23,684 HLTA Support £17,140 Teacher Support £6,600
	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 in phonic screening check and end of key stage1 assessments.	Review as part of Pupil Progress meeting half termly. RWI assessments 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.	
	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.	£28,802

#### Review 1: March 2021

- Speech and Language therapists have continued with assessments; including during lockdown. Reports have been provided for the children assessed. Once all children return to school, these reports will help staff to plan and deliver interventions to meet individual needs.
- Educational Psychology have held remote meetings to look closely at the needs of individual children. The outcomes of these meetings have been used as evidence when school apply for additional (high needs) support for individual children so that school can support them better. We have done this successfully for 8 children so far this year. These children attended during lockdown to support their learning.
- PiXL assessments were used in the autumn term to identify gaps in learning. This information has been used in school and remote learning to address gaps for individuals, groups and classes. Discussion with teachers during the autumn term (before lockdown 3) evidenced that once children settled back into school, most of them remembered previous learning and made good progress.
- The percentage of children achieving the expected standard in the Y1 Phonics Screening Check rose from 82% in June 2019 to 92.5% in November 2020.
- Children in Early Years have had additional 1:1 support for speech and language development and in other areas of need. This has increased their confidence and engagement in learning.

#### Review 2: July 2021

- Speech and Language therapists have continued with assessments; including during lockdown. Reports have been provided for the children assessed. Once all children return to school, these reports will help staff to plan and deliver interventions to meet individual needs.
- Educational Psychology visits have started to happen face to face again allowing for quality interactions. to look closely at the needs of individual children. The outcomes of these meetings have been used as evidence when school apply for additional (high needs) support for individual children so that school can support them better. We have done this successfully for 8 children so far this year. These children attended during lockdown to support their learning.
- PiXL assessments took place with every year group and marks awarded for a pass were in line with the expected score in end of key stage SATS. Lowest percentage in line were for reading at each year group and there fore will continue to be a priority across school.
- Children in Early Years have had additional 1:1 support for speech and language development and in other areas of need. This has increased their confidence and engagement in learning.

### 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.	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.	£24,546
	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.	£8,619
	Promote attendance above 96% through class reward system	Children are motivated to attend school and are rewarded as a class for doing so	Half termly attendance check and feedback from children	£4,000
Limited access to a range of experiences and activities e.g. physical activities, visits	Subsidised school visits or visitors.	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.	£6,500
Limited support for learning from home. This can impact on parental support and school expectations.	Use of Tapestry as a learning platform	Increase parental engagement in learning.	Weekly monitoring of engagement by class teachers.	£700

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 class teachers, 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
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**Review 1: March 2021**

- Absence in the autumn term decreased from 5.6% in 2019 to 5.2% in 2020. It has since risen slightly due to a very small percentage of children who could have attended school during lockdown staying at home instead.
- The Regional Commissioner for Schools has spoken to the Local Authority to note the good work done in school to encourage vulnerable children to attend during lockdown 3. This resulted in the vast majority of eligible children attending regularly throughout lockdown.
- Children who receive therapeutic support through Bungalow Partnership have engaged well and have been able to continue this support during lockdown, thanks to the families agreeing to do this online at home. This means there has been no interruption to their therapy sessions and they have continued to make progress.
- We have not been able to organise visits as planned due to COVID-19 but hope that these may resume in the late summer term.
- Tapestry has been an invaluable tool for remote learning during Lockdown 3. Many families have used it to support their children and been able to upload their work for feedback. Telephone discussions between parents and teachers have also increased parental engagement. Zoom lessons and remote learning have developed parental understanding of how things are taught in school.  
*'The home learning has been fun as I have been able to understand how to interact with my child. Also thanks to the support of his teacher who always gave advice whenever I didn't understand how to help him. ... I would say I enjoyed the home learning as I learnt how to better work with my son.'*  
Parent of a child in Nursery.
- We have subscribed to Read Write Inc. Virtual Classroom and library and this meant that differentiated phonics lessons could be streamed by families throughout lockdown – giving parents / carers the opportunity to see phonics teaching in practice.

**Review 2: July 2021**

- Absence in school was 94.5%. Attendance meetings were held with families.
- Children were able to move to face to face therapeutic support in school working with the Bungalow Partnership. They were able to engage well and discuss concerns which were acted upon swiftly and instant feedback to teachers and parent / carers.
- Events and visits were still limited due to Covid but will hopefully resume in the autumn term.
- Subscriptions to online learning means children can access homework but also ensures they are prepared for any possible situations where they may have to work from home. Some families have been provided with laptops to use at home to support with learning.