

Pupil premium strategy statement 2022-23



This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Bowesfield Primary School
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	129
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Laura Birkett, Headteacher
Pupil premium lead	
Governor / Trustee lead	Mike Davison, Chair of Resources Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,355
Recovery premium funding allocation this academic year	£17,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£188,335

Part A: Pupil premium strategy plan

Statement of intent

At Bowesfield Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

In order for our disadvantaged pupils to do this we have considered the barriers to learning and then looked carefully at the research conducted by the EEF to combat these barriers.

Our strategy has identified the challenges that some of our disadvantage children face, and this strategy plan aims to address this through a range of strategies which are detailed below:

Our key principles are to ensure that all children are given equal opportunity to quality first teaching and additional interventions to close the gaps.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Cultural Capital - Through enhancing our curriculum with visits and programmes to improve cultural capital, our children have limited access to a range of experiences and activities e.g., physical activities, visits. Our pupil premium is used to fund a variety of clubs offered in school, trips and residential trips throughout the academic year.
2	Behaviour for Learning/ Social Emotional wellbeing - Limited support for social and emotional welfare for pupils who may experience complex and challenging circumstances and changes at home or within the community Some children are finding less structured times such as breaks more challenging. Our pupil premium funding is used to fund our inclusion and behaviour lead who leads our 'Hive' which supports children with SEMH needs.
3	Improving attainment - Limited support for learning from home – we fund teaching assistants to deliver interventions. The staff focus on narrowing the gap in achievement and to work with identified children.

	Ensure that all staff have current CPD to support these children across the whole school.
4	Attendance/ Support for Families – Our Family Support Advisor is funded by pupil premium to provide support for our families improving attendance and supporting them with access to services.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
For progress and attainment of disadvantaged children to be in line with non-disadvantaged children.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Children achieve at age related expectations in reading, writing and maths.
Children have a range of enriching first hand experiences to support learning and language development. They will be provided with memorable life experiences and the curriculum will be enriched through: local visits, visitors that are linked to the topics.	<ul style="list-style-type: none"> Children have access to a variety of experiences which they might not otherwise have. This will support with their vocabulary and understanding and ensure they have the knowledge to write about a range of experiences.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> Children are able to talk about their feelings. Relationships between pupils are built and developed. Children are able to demonstrate a healthy mind and wellbeing.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> There is clear improvement for disadvantaged children's attendance. The % gap is reduced and there is a marked improvement for children who have challenging attendance. Attendance is in line or above the national average.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£3,265**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement in CPD in order to raise attainment in reading, writing and maths and to support with the cost of cover and resources.</p> <p>Quality first teaching for all. Maths and English are a high priority on the school development plan. English lead to work alongside staff to support writing and reading. Release time covered by supply each term.</p>	<p>Staff training on writing will lead to <u>high quality teaching</u> which improves outcomes for children. <u>Effective professional development</u> offers a crucial tool to develop subject knowledge for all staff.</p> <p>Education Endowment Fund-teaching and learning Toolkit.</p> <p>Sutton Trust- quality first teaching has direct impact on student outcomes.</p>	<p>1 and 4</p>
<p>Termly RWI Consultant support to ensure that phonics teaching is high quality and effective.</p>	<p>Staff training on teaching of phonics will lead to <u>high quality teaching</u> which improves outcomes for children. <u>Effective professional development</u> offers a crucial tool to develop subject knowledge.</p> <p>Education Endowment Fund-teaching and learning Toolkit.</p>	<p>1 and 4</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£74,638**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group support) Booster clubs for year 6 to prepare for SATs.	School will follow the school led- tutoring <u>National Tutoring Programme</u> <u>Small group tuition EEF</u> Group interventions to target identified children to improve attainment and close the gaps.	1 and 4
Use of Rising Stars assessment tests in key stage 2. Costs of cover for class teachers and leaders to be released termly to undertake a question and answer analysis and identify gaps in order to plan for effective interventions.	Through <u>diagnostic assessments</u> , specific barriers to learning are identified by class teachers and subject leaders. Use of targeted interventions (therapies) are used to close gaps so pupils see themselves as successful learners. High quality targeted interventions	1 and 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£110,401**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cost of Teaching assistant support and an inclusion and behavior lead for the Hive for children with SEMH needs. Children are able to access additional support for their social and emotional needs.	Limited support for social and emotional welfare for pupils who may experience complex and challenging circumstances and changes at home or within the community.	3

<p>Promote behaviour and attendance above 96% through a variety of reward systems</p> <p>Use of nurture support at breaktimes to develop strategies to resolve issues. Employment of Behaviour Lead and Family Support Advisor.</p>	<p>Attendance data</p> <p>Data shows that pupils with the highest attendance make the most progress, due to increased opportunities for overlearning and access to a personalised curriculum. Children respond well to rewards.</p>	<p>1</p>
<p>Subsidise school visits or visitors.</p> <p>Music tuition for children to access in school.</p>	<p>Limited access to a range of experiences and activities e.g. physical activities, visits <u>EEF social and emotional learning</u> Playing an instrument helps children to develop organisational skills and resilience.</p>	<p>2 and 3</p>
<p>Interpreters available for meetings with class teachers, Pastoral Support Advisers, initial visits to school and SEN meetings</p>	<p>Support for families who are new to tis current and do not speak English.</p>	<p>1 and 4</p>

Total budgeted cost: £188,304

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Internal assessments show:					
End of key stage 2					
Expected	All	PP	Greater Depth	All	PP
Reading	63%	58%	Reading	16%	12%
Maths	74%	68%	Maths	11%	8%
Writing	53%	52%	Writing	0%	0%
Whole staff CPD with a focus on delivering an effective writing curriculum has been implemented and there is now a consistent approach to the teaching of writing across school.					
Attendance continues to be a focus for this plan. PA continues to be an issue due to families taking extended visits abroad.					
Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be impacting upon children's learning. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.					

Externally provided programmes

Programme	Provider