

# Pupil premium strategy statement 2023-24



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	249
Proportion (%) of pupil premium eligible pupils	125
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jo Vollands-Ross Acting Headteacher
Pupil premium lead	Jo Vollands-Ross
Governor / Trustee lead	Mike Davison

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,875
Recovery premium funding allocation this academic year	£18,415
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£200,290

## 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	<b>Cultural Capital</b> - 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	<b>Behaviour for Learning/ Social Emotional wellbeing</b> - 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 support with additional staff at lunchtime to ensure restorative practice happens and to support our HLTA to work with children in order to develop emotional resilience.
3	<b>Improving attainment</b> - Limited support for learning from home – we fund teaching assistants to deliver interventions. The staff

	<p>focus on narrowing the gap in achievement and to work with identified children.</p> <p>Ensure that all staff have current CPD to support these children across the whole school.</p>
4	<p><b>Attendance/ Support for Families</b> – Our Family Support Advisor is funded by pupil premium to provide support for our families improving attendance and supporting them with access to services.</p>

## 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"> <li>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.</li> <li>Children achieve at age related expectations in reading, writing and maths.</li> </ul>
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"> <li>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.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>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.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>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.</li> </ul>

	<ul style="list-style-type: none"> <li>Attendance is in line or above the national average.</li> </ul>
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### 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: **£81,918**

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>	1 and 4
<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>	1 and 4

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

Budgeted cost: **£56,640**

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: **£61,732**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cost of HLTA support for delivering nurture groups and support with developing emotional resilience.	Limited support for social and emotional welfare for pupils who may experience complex and challenging circumstances and changes	3

Children are able to access additional support for their social and emotional needs.	at home or within the community.	
Promote behaviour and attendance above 96% through a variety of reward systems  Use of nurture support at breaktimes to develop strategies to resolve issues. Employment of Behaviour Lead and Family Support Advisor.	Attendance data 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.	1
Subsidise school visits or visitors.  Music tuition for children to access in school.	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.	2 and 3
Interpreters available for meetings where needed in particular for SEND meetings	Support for families who are new to the country and do not speak English.	1 and 4

**Total budgeted cost: £200,290**

## 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 2022 to 2023 academic year.

Internal assessments show:

#### GLD

PPG (11 children)	73%
Non PPG (25 children)	56%

#### Key Stage 1 Phonics

	PPG	Non PPG
Year 1	12 children (77%)	25 children (63%)
Year 2	12 children (67%)	5 children ( )

#### Whole school data

		Reading	Writing	Maths	CRWM
Year 1	PPG (12 children)	58% (25%)	67% (17%)	58% (11%)	67% (17%)
	Non PPG (25 children)	52% (4%)	40% (4%)	48% (4%)	44% (4%)
Year 2	PPG (11 children)	55% (9%)	55% (0%)	55% (9%)	18%
	Non PPG (18 children)	50% (11%)	44% (0%)	39% (17%)	39%
Year 3	PPG (12 children)	42% (17%)	67%	42% (41%)	67%
	Non PPG (22 children)	27% (18%)	27%	27% (23%)	32%
Year 4	PPG (18 children)	55% (28%)	56% (0%)	56% (17%)	50%
	Non PPG (31 children)	48% (10%)	52% (0%)	55% (13%)	48%
Year 5	PPG (22 children)	64% (9%)	59% (5%)	60% (12%)	45% (9%)
	Non PPG (21 children)	48% (24%)	62% (5%)	99% (0%)	43% (19%)
Year 6	PPG	35% (12%)	35% (18%)	35% (24%)	41%
	Non PPG	43% (14%)	57% (21%)	86% (0%)	43%

#### Improving attainment

School assessments and results from statutory assessments show that PPG children perform much better than non-PPG children in Early Years and key stage 1 but this is not the case in key stage 2 where the gap becomes wider.

In Early years, all children benefited from targeted provision and the use of adults to deliver Quality First Teaching in small groups. In Early Years, through a consistent approach to the teaching of phonics and the use of all adults teaching the RWI programme, alongside targeted fast track interventions, more children reached the ditty part than in previous years. Children were also targeted through booster sessions after school delivered by class teachers to support with mark making to ensure GLD was achieved. This year, staff working within the early years setting had access to CPD to develop the outdoor learning environment ensuring there are opportunities to develop communication friendly areas. As a result of this targeted provision 69% of the cohort achieved the communication language strand.

The impact of the teaching of the RWI programme in small focus groups with staff having access to regular CPD with the Phonics Lead has resulted in the percentage of children passing the PSC increasing from last year.

A whole school priority this year has been developing the reading into writing cycle and the English Lead has had access to regular leadership time to be able to work alongside staff and to monitor the quality of teaching. This has ensured staff have a good subject knowledge and to be able to ensure the teaching and learning meets the needs of all children leading to higher attainment. Previously writing has been the weaker area across school which has impacted upon CRWM scores at the end of the year – this year it is evident that in most year groups the % of children achieving CRWM has increased from the previous year. Where there are gaps in learning, targeted interventions alongside Quality First Teaching, have ensured these have closed, these have included before and after school booster sessions delivered by teachers. The use of online programmes (such as Lexia and Times Tables Rockstars) have been used in school and have demonstrated impact on reading scores and particularly at year 4 where the number of children passing the multiplication check increased from the previous year.

A new assessment testing system has been introduced this year with all children (Year 1 – Year 6) completing the Rising Stars assessment papers and staff being able to use these as a diagnostic tool alongside everyday AFL strategies to identify gaps in learning to plan for effective interventions.

**Wider strategies**

Children with SEMH needs have been able to access targeted interventions within a quiet space within school. This has ensured they are accessing learning opportunities to support their emotional needs alongside learning. Children have demonstrated they are responding well to this targeted 1:1 support but continue to struggle to access further learning opportunities alongside their peers.

**Attendance**

Autumn	Spring	Summer
91.1%	94.26%	92.14%

The Family Support Advisor meets regularly with all families and attendance plans with clear targets in place. Any concerns are shared during the weekly safeguarding and inclusion team meetings that children are quickly identified



and support in place using a multi-agency. Regular meetings ensure that families understand the impact on learning time due to absences.

Throughout the school year children have had the opportunity for a variety of different educational visits and opportunities which they might not otherwise have access to. These are subsidised for all children with a further discount for PPG children. These enriching first hand experiences have included: visiting a castle, Roman fort, nature reserve and a science day and visit from a Viking lady. In addition to this, the year 5 and 6 children attended a 3 day residential which was subsidised. All of these opportunities have given the children a wider vocabulary and ability to be able to draw upon a range of experiences within their writing.

All PPG children have had access to 2 free clubs each week either breakfast club on a morning or after school sports club. During the summer term, 47% of the children who attended clubs were PPG children.

The introduction of a new behaviour policy (Stay on Green) has had a positive impact upon the behaviour across school with a more restorative approach to solving playtime issues. Lunchtime teachers have received additional CPD around restorative approaches meaning issues are resolved quickly meaning less impact upon learning time.

## Externally provided programmes

Programme	Provider
TT Rockstars	
Lexia	