

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bowerhill Primary School
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	53 - 13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Anna Willcox
Pupil premium lead	Rachael Amor
Governor / Trustee lead	Jo-Anne Harwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,074 + £310 (Services)
Recovery premium funding allocation this academic year	£7,540
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	£75,924

Part A: Pupil premium strategy plan

Statement of intent

Experience Success



Build Aspiration

“Until you spread your wings, you’ll have no idea how far you can fly”

Respect ● Resilience ● Responsibility ● Compassion ● Curiosity ● Trust

At Bowerhill Primary School our **INTENT** is to enable ALL children to **EXPERIENCE SUCCESS** through **BUILDING ASPIRATION** within them. Equally as important, to **BUILD ASPIRATION** through the **SUCCESS** they **EXPERIENCE**... we want all children to experience just how far they can fly! We will do this through all the opportunities we provide them with, including our curriculum.

We have high expectations of all children at Bowerhill Primary School. We plan lessons from the children’s starting points based on our assessment of them. We do not make assumptions of their prior knowledge or life experiences but build lessons that everyone can access & be included in. We strive for children to keep up with their peers & have high expectations of what they can achieve. But, for our most disadvantaged children, we also provide a personalised curriculum which aims to reduce the barriers to them being able to achieve and which supports them to make progress from their individual starting point.

We target the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education, recognising that children entitled to Pupil Premium funding can face a wide range of barriers which may impact on their learning and emotions.

Our ultimate objectives are to:

- Reduce barriers to learning
- Improve attitudes to learning
- Narrow the attainment gap between Pupil Premium children and their non-Pupil Premium peers
- Ensure all pupils are able to read fluently and with good understanding
- Enable all pupils to communicate confidently and effectively
- To support all Pupil Premium children (and their peers) in reaching Age Related Expectations at the end of Year 6 in reading, writing and maths.

Challenges

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

Challenge number	Detail of challenge
1	Emotional difficulties
2	Attitude to learning, independence and resilience
3	SEN - 33% of children entitled to PPG are also on the SEN register
4	Gaps in learning due to school closures and home learning
5	Weak vocabulary knowledge
6	Weak reading and writing skills – especially boys
7	Attendance
8	Poor parental engagement – difficulty in attending meetings, supporting learning at home etc
9	Ability of parents to fund their children going on school trips and residential

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
<p>All children (especially those entitled to PP) will have access to ongoing emotional support as needed through ELSA, Relate sessions and Jigsaw PSHE & well-being lessons.</p> <p>PP children’s access to ELSA and Relate service will be recorded on the Pupil Progress Records. A register of attendance/sessions will be kept by the ELSA & Relate team.</p>	<p>Positive Pupil Voice feedback on the school’s curriculum offer.</p> <p>Positive feedback from parents on how school supports children’s mental and physical health.</p> <p>Teaching staff and TAs will notice an improvement in the mental health and readiness to learn of those children receiving support.</p>
<p>To improve the attitude to learning, independence and resilience skills of our children through metacognition, a values based curriculum and child centred, hands-on approach.</p> <p>This will be measured through Pupil Voice surveys, learning walks and discussions with teachers and teaching assistants.</p>	<p>Teachers will report an improved attitude to learning, greater independence skills and more resilience in their class.</p> <p>Children to be engaged in learning</p> <p>Children to show successful learning skills in every lesson across the curriculum</p> <p>Pupils will take risks in learning, cope with the challenges of change, display resilience and feel motivated.</p>
<p>PP children with SEND to achieve at least as well as their Non-PP SEND peers.</p>	<p>Alternative provision to be in place, where appropriate, to ensure all children can access the curriculum.</p>

<p>This will be measured through consistent use of the systems in place to track SEN children in reading, maths and spelling ages, ensuring that small, achievable steps are measured.</p>	<p>All teachers will be aware of the SEND children in their class and the crossover with PP and provide targeted support for those children. PP children with SEND will show a good level of progress through the year – assessed through SEND tracking.</p>
<p>To provide a curriculum that addresses the gaps that have come about due to school closures and home learning.</p> <p>This will be measured through planning, book looks, learning walks and Data drop evidence three times a year.</p>	<p>Teachers will be aware of the KPI assessments from previous year and will ensure that this learning is built upon steadily. Children will perform well against Maths CanDo tests, Headstart papers and writing tasks throughout the year.</p>
<p>To improve the vocabulary knowledge of children in all year groups.</p> <p>This will be measured through book looks and discussions with teachers.</p>	<p>Children will use a wider range of vocabulary, both orally and in their written work. Use of knowledge organisers for termly Learning Challenges Teachers to be explicitly teaching vocabulary through word of the week and carefully selected, high quality texts and books. Teachers will use sentence stems to support the children in their answers to questions</p>
<p>To improve the writing outcomes for all children with a particular focus on PP and boys.</p> <p>This will be measured through book looks, learning walks and through Data Points.</p>	<p>All children will be engaged with their writing. There will be a higher number of children reaching ARE or beyond in writing achieving at least in line with national figures in Year 2 and Year 6. Teachers will use the White Horse 3 phase approach to teaching writing Books will be carefully chosen to engage all children with an emphasis on engaging PP and Boys.</p>
<p>For attendance to match school average for PP children</p> <p>Monitoring systems to track attendance monthly with immediate action.</p> <p>Family support worker to be appointed to help with parental engagement and attendance.</p>	<p>Attendance gap diminished between Pupil Premium and Non Pupil Premium Pupils.</p>
<p>Parents of PPG children will be well informed of the provision deployed to support their children and ways in which they can support their child at home</p> <p>This will be measured through parent voice surveys.</p>	<p>Parent comments recorded after Parent Consultation Meetings will acknowledge positive impact of PPG support strategies. Termly letters from year groups will outline topics during the term and ways that parents could support their child.</p>

<p>PP children to have the same opportunities to attend trips (including residential visits) as their peers.</p> <p>This will be measured through analysis of the take up of trips.</p>	<p>All PP children will attend all the school trips offered for their year group.</p> <p>The range of experiences offered will be wide and varied between year groups</p>
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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: £24,519

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve the attitude to learning, independence and resilience skills of our children.</p> <p>Metacognition approach</p> <p>Whole school principles: Teaching strategies such as Turn To Your Partner (TTYP) & limited hands up, expectation for everyone to be involved in learning.</p>	<p>EEF states that “Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.”</p> <p>Our work over the last few years has shown a marked improvement in participation by all pupils in all lessons through being able to talk to a partner before sharing a response and in not expecting “hands up” to answer questions.</p>	<p>1, 2</p>
<p>All children, including vulnerable groups such as PP, are exposed to quality first teaching and learning.</p> <p>A whole school, persistent approach to achieving and maintaining consistent quality first teaching and learning across the school by: Regularly reviewing teaching and learning through book scrutinies, learning walks, lesson observations and staff meetings. Providing targeted training and CPD both in house and externally for teachers and TAs. Evaluating and reviewing targets for teachers regularly. Regular progress meeting and targeted interventions for those students that are not making expected progress</p>	<p>“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried-and-tested continuing professional development courses and effective feedback methods”. (Education Endowment Foundation - EEF)</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>and to extend children identified as having the potential to reach GDS.</p> <p>Access to books, artefacts and visual resources that will help to bring the learning to life through Wiltshire Learning Resources Hub (gold membership)</p>		
<p>All Pupil Premium children make the same amount of progress as their peers and fulfil their academic potential based on their relative starting points – diminish difference between the progress of PPG and Non PPG pupils.</p> <p>Quality First Teaching and learning.</p> <p>‘Keep Up’ interventions with teacher and/or TA.</p> <p>In the moment feedback and marking where possible.</p> <p>Parents to be provided with clear and timely information on how well their child is progressing and how well they are doing in relation to the expected standards.</p>	<p>“Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. With the highest impact being on targeted deployment. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both inside and outside of the classroom.” (Education Endowment Foundation - EEF)</p> <p>Our TAs are deployed under the supervision of our SENCO to support teachers in class. They take part in CPD and TA meetings to enable them to effectively support the learning in class.</p> <p>Evidence: Pupil Progress Data Learning walks Observations Pupil Books</p>	<p>2, 3, 4, 5, 6</p>
<p>To provide a curriculum that addresses the gaps that have come about due to learning through lockdowns.</p> <p>Staff to use English and Maths planning from curriculum leads when planning curriculum for 2021-22 to ensure that gaps are addressed.</p> <p>Use of Transition documents and Transition days to highlight areas of learning that need revisiting.</p>	<p>“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried-and-tested continuing professional development courses and effective feedback methods”. (Education Endowment Foundation - EEF)</p> <p>Widening of gap academic gap due to Covid-19 pandemic.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Launch Values based curriculum and ensure consistent approach across school</p> <p>Values based curriculum led by assemblies and PSHE lessons</p>	<p>Encourage resilience and the correct attitudes for learning throughout the school.</p>	<p>2</p>

<p>To improve the vocabulary knowledge of children in all year groups.</p> <p>Assess new EYFS children with Language Screen & use NELI programme if appropriate</p>	<p>The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap. This is why the EEF funded the Nuffield Early Language Intervention. EEF</p> <p>We have been part of the NELI programme this year and, if necessary with new cohort, would replicate this or a similar programme.</p>	<p>5</p>
<p>To improve the vocabulary knowledge of children in all year groups.</p> <p>Use of the Tales Toolkit to encourage oral and written story telling in EYFS.</p>	<p>“Tales Toolkit provides children with the opportunity to think about all kinds of problematic situations, and solutions in an open and discussive way. Children are encouraged to think about the emotional and social consequences of their suggestions, all while having a good giggle.” Dr Alice Jones Bartoli. Senior Lecturer and Director of School and Family Studies, Goldsmiths.</p> <p>Writing is a weaker area traditionally in our Early Years classes and we want to develop the idea of storytelling in a fun and engaging way, drawing on and developing their oral skills and leading into writing.</p>	<p>5</p>
<p>To improve the vocabulary knowledge of children in all year groups.</p> <p>Expose the children to a rich and challenging language through Quality First teaching.</p> <p>“Word of the week” in Years 2-6.</p> <p>Effective choice of texts that model good vocabulary choices.</p> <p>Effective modelling of word choice when writing.</p> <p>Display, explain and constantly refer to key words in maths and other subjects</p>	<p>We have noticed that our children have a limited range of vocabulary that they use.</p> <p>Oral language interventions aim to support learners’ articulation of ideas and spoken expression. Oral language interventions therefore have some similarity to approaches based on Metacognition which make talk about learning explicit in classrooms (such as Philosophy for Children), and to Collaborative learning approaches which promote pupils’ talk and interaction in groups (such as Thinking Together). EEF</p>	<p>5</p>

such as geography, history or science.		
<p>For PPG children to achieve to the same standard in phonics as their non-PPG peers.</p> <p>Introduce Little Wandle letters and sounds revised across EYFS and Year 1.</p>	<p>“Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. PPG children starting at lower level of literacy in EYFS.” EEF</p> <p>PPG children tend to start school with weaker phonic knowledge than their peers.</p>	6

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Keep up sessions for Little Wandle Letters and Sounds revised.</p> <p>Daily short sessions with Teacher or TA for those children who are in danger of falling behind their peers.</p>	<p>“Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. PPG children starting at lower level of literacy in EYFS.” EEF</p>	6

	The keep up strategy is an important part of the Little Wandle Letters and Sounds Revised scheme. Children take part in short, targeted sessions to keep up with their peers.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For attendance to match school average for PP children</p> <p>PP lead and Pupil Admin officer to monitor attendance each month.</p> <p>Appointment of a family support worker to work with targeted families to improve attendance and parental relationship with school</p>	<p>If children are in school more they are more likely to make expected progress – currently our PPG children’s attendance is 3% below that of their Non-PPG peers.</p>	7
<p>Families in receipt of PP grant funding are well supported & can engage in supporting their child in school</p> <p>Class Teachers – termly letters, yearly meetings, class email addresses for parents to email queries directly to teacher, meeting and greeting at the class door.</p> <p>Appointment of a family support worker to work with targeted families to improve attendance and parental relationship with school</p>	<p>The EEF state that “although parental engagement is consistently associated with pupils’ success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families” The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>Many of our PPG families have experienced hardship or emotional distress and feel that school could support them more. We plan to engage parents through the appointment of a family support worker.</p>	7, 8
<p>All PPG (including services) children’s emotional needs are being met</p> <p>ELSA support</p>	<p>“On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment.” EEF</p> <p>Many of our Pupil Premium children have experienced/are experiencing emotional upset.</p>	1, 2
<p>Children in Years 5 & 6 to be able to discuss emotional</p>	<p>“On average, SEL interventions have an identifiable and valuable impact on attitudes to</p>	1, 2

<p>concerns and be supported to improve emotional well-being.</p> <p>Relate "Time to Talk" Counsellor</p>	<p>learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment." EEF</p> <p>Many of our Pupil Premium children have experienced/are experiencing emotional upset.</p>	
<p>All PP children to be able to access extra-curricular activities in line with their peers.</p> <p>Money to be available to subsidise educational visits and residential trips of Pupil Premium children.</p>	<p>All children to be given the opportunity for wider school experiences.</p>	<p>9</p>

Total budgeted cost: £75,424

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.

<p>Due to Covid-19, there has been no official published / national data.</p> <p>To support all pupils, including PP children, focus has been on KPIs (Key Performance Indicators) for each year group. KPIs have been monitored robustly internally.</p> <p>Through monitoring, both PP leads and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year 2020/21.</p> <p>Current assessments have then been used to inform this strategy document for the academic year 2021/22 ensuring the most seamless learning possible. This can be ratified via internal assessment systems.</p>
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Desired Outcome	Lessons learnt/Actual Impact
All Pupil Premium children make the same amount of progress as their peers and fulfil their academic potential based on their relative starting points – diminish difference between the progress of PPG and Non PPG pupils.	Evidence from the KPIs (Key Performance Indicators) shows that PP children have not reached the same level on average as their Non PP peers. Parents have had the opportunity to have a telephone call parents evening (Autumn term) and a Teams parents evening (Spring term) as face to face meetings were not possible due to Covid-19 restrictions. Reports went out in the Summer term with an opportunity for parents to arrange a phone call or Teams appointment to discuss the results if they want.
Whole school principles Teaching strategies such as Turn To Your Partner (TTYP) & limited hands up, expectation for everyone to be involved in learning	The Learning walk from our recent White Horse Pupil Premium review concluded that all children were engaged and behaviour was good throughout the school.
To use a “recovery curriculum” to address gaps after school closures	An additional lockdown – Teams teaching Assessment of the KPIs has shown that some gaps will still need addressing in the Autumn term of the new academic year. Subject leaders have analysed the gaps and new teachers will be planning to address these.

<p>SEN - 36% of the children entitled to PPG are also on the SEN register</p>	<p>SEN tests in Decoding, Comprehension, Maths and Spelling have shown variable results. Some children have made progress from their Autumn baseline but others have not made the expected progress in these tests.</p> <p>Progress with their specific support plans has shown that 13/19 children have met at least one of their targets. 6 children met all of their targets. Of the children that did not meet all their targets referrals were made to outside agencies for additional support eg Ed Psych, Specialist SEN, Paediatrician, Speech & Language.</p>
<p>Children in Years 5 & 6 to be able to discuss emotional concerns and be supported to improve emotional well-being.</p>	<p>5 PP children have worked with our Relate Counsellor this year – either face to face (when possible) or via video calls. This work is ongoing but the waiting list would show that the service needs to continue – children are able to self-refer as well as be referred by their teacher.</p>
<p>Families are well supported & can engage in supporting their child in school</p>	<p>Lockdown learning through Teams meant that most parents felt less alone in supporting their child – the teacher was able to monitor and support PPG children. Extra phone calls were made and some PPG children came in to school for support during lockdown.</p> <p>Due to Lockdown, Jigsaw families was not fully investigated as we did not have the personnel to work with it.</p>
<p>All PPG children’s emotional needs are being met ELSA support</p>	<p>40 PPG children have received at least one course of ELSA support throughout the year – many of our PPG children have ongoing needs that cannot be addressed solely in one 12 week cycle of support so this will need to continue in next year’s provision. As a result of the support offered no PPG children were excluded.</p>
<p>All children in KS1 pass their phonic screening test & make progress with reading & writing from their starting point.</p>	<p>Due to the lack of impact that RWI was making on comprehension and writing outcomes in both KS1 and KS2 it was decided that we would no longer follow the RWI programme, moving to Letters and Sounds instead in Autumn 2020.</p> <p>Covid-19 meant that the Year 1 cohort will not be taking the Phonics Screening Check until the Autumn Term in Year 2.</p>
<p>Launch Values based curriculum and ensure consistent approach across school</p>	<p>Due to Covid-19 this has been put on hold until the academic year 2021-2022</p>
<p>All PP children to be able to access extra-curricular activities in line with their peers.</p>	<p>No residential trips, educational visits or extra-curricular activities have been able to go ahead this year due to Covid-19.</p>

	12 parents of Pupil Premium children requested and borrowed iPads or laptops during the Spring lockdown.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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