



Pupil Premium Strategy Statement 2020 - 2021

1. Summary Information					
School	Bowerhill Primary School				
Academic Year	2020 - 2021	Total PP budget	£67,455	Date of most recent PP Review	15.03.19
Total number of pupils	408	Number of pupils eligible for PP	48 47 (PP) 1 (Services)	Date for next internal review of this strategy	Term 6 2021



Attainment - Academic Year 2019-2020 (As of March 2020)		
	Pupils eligible for PP	Pupils not eligible for PP
EYFS - Reception (Pupil Premium: 2/56 pupils)		
% achieving GLD	50%	67.3%
Year 1 (Pupil Premium: 7/56 pupils)		
% On Track + in reading, writing and maths	42.9%	67.9%
% On Track + in reading	71.4%	71.4%
% On Track + in writing	42.9%	80.4%
% On Track + in maths	57.1%	78.6%
Year 2 (Pupil Premium: 5/60 pupils)		
% On Track + in reading, writing and maths	40%	60%
% On Track + in reading	40%	68.3%
% On Track + in writing	40%	68.3%
% On Track + in maths	60%	76.7%



	Pupils eligible for PP	Pupils not eligible for PP
Year 3 (Pupil Premium: 7/60 pupils)		
% On Track + in reading, writing and maths	28.6%	71.7%
% On Track + in reading	71.4%	83.3%
% On Track + in writing	28.6%	73.3%
% On Track + in maths	42.9%	81.7%
Year 4 (Pupil Premium: 6/59 pupils)		
% On Track + in reading, writing and maths	50%	57.6%
% On Track + in reading	100%	86.4%
% On Track + in writing	50%	62.7%
% On Track + in maths	66.7%	75.6%
Year 5 (Pupil Premium: 9/57 pupils)		
% On Track + in reading, writing and maths	44.4%	63.2%
% On Track + in reading	66.7%	84.2%
% On Track + in writing	44.4%	68.4%
% On Track + in maths	66.7%	77.2%
Year 6 (Pupil Premium: 13/60 pupils)		
% On Track + in reading, writing and maths	61.5%	65%
% On Track + in reading	84.6%	76.7%
% On Track + in writing	69.2%	78.3%
% On Track + in maths	69.2%	68.3%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Emotional difficulties – a large number of PPG children from split families or have been in care
B.	SEN - 36% of children entitled to PPG are also on the SEN register
C.	Further gaps in learning due to school closures and home learning
D.	Attitudes to learning
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Emotional difficulties (see above)
F.	Poor parental engagement – difficulty in attending meetings, supporting learning at home etc

3. Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	PPG children & their parents will have access to ongoing emotional support	<ul style="list-style-type: none"> • ELSAs and Relate counselling service will be deployed to support PPG eligible children • Access to ELSA and Relate service will be recorded on the Pupil Progress Monitoring Records. • Parents will be able to seek advice from ELSA and/or SLT
B.	SEN - 36% of the children entitled to PPG are also on the SEN register	<ul style="list-style-type: none"> • To consistently use the systems in place to track SEN children through reading, maths and spelling ages, ensuring that small, achievable steps are measured

		<ul style="list-style-type: none"> • To use the SEN support plans to identify and record small, measurable steps for individual pupils. • To seek support for SEN children (and potential concerns) as and when needed from SENCO or another member of SLT.
C.	To provide a recovery curriculum in order to address gaps and aid returning to school.	<ul style="list-style-type: none"> • Pupils to be provided with a Recovery Curriculum in order to reconnect relationships with pupils/staff and pupil/pupil • Use of Jigsaw Recovery Package to help pupils feel safe, secure and supported
D.	To improve attitudes to learning	<ul style="list-style-type: none"> • Intervention programmes will be selected carefully and effectively targeted to support quality first teaching. Interventions will be shown to have achieved a measurable impact between Pupil Progress Meetings. • Lesson content to be designed and taught in a way to support engagement in learning • Pupils will take risks in learning, cope with the challenges of change, display resilience and feel motivated.
E.	To support parents in promoting the emotional well-being of their children.	<ul style="list-style-type: none"> • Support of ELSAs and sign posting towards support available for their children.
F.	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	<ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> Homework will be explained to children before going home and advice for parents available if needed – this could be via email, text or Purple Mash
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Planned Expenditure

Academic Year	2020 - 2021
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Quality of Teaching for All

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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.	'Keep Up' interventions with teacher and/or TA In the moment feedback and marking where possible Quality First Teaching 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.	The gap between PPG and Non PPG children to reduce. Pupil progress data driven Observations & Learning Walks Pupil books	Progress meetings 3 times a year following Data Points with completion of 'Pupil Progress Monitoring' sheets. Intervention groups managed effectively in line with pupil progress data. Senior leader dedicated 1 day a week to oversee data, lesson obs, pupil voice.	Rachel Skates/Rachael Amor/Lynne Stapleton/Teaching Staff	3 times a year – after each data point in Pupil Progress meetings

Whole school principles	Teaching strategies such as Turn To Your Partner (TTYTP) & limited hands up, expectation for everyone to be involved in learning	Encourage participation by all pupils in all lessons through being able to talk to a partner before sharing a response	Monitoring of lessons and observations	Rachel Skates/Rachael Amor/James McKenna/Hannah Polan	Ongoing
To use a “recovery curriculum” to address gaps after school closures	Staff to use English and Maths planning from curriculum leads when planning curriculum for 2020-2021 to ensure that gaps are addressed Use of Jigsaw materials to support PSHE needs	Widening of gap academic gap due to Covid-19 pandemic. Emotional well-being of all pupils following lockdown period.	Pupil voice Planning & book scrutinies, lesson observation and drop ins Staff meetings	SLT & class teachers	Ongoing Discussions at SLT & staff meetings
Total budgeted cost					£30,000

Targeted Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children in Years 5 & 6 to be able to discuss emotional concerns and be supported to	Relate “Time to Talk” Counsellor	Many PPG children have had emotional upset.	Monitor which children accessing & follow up any ongoing concerns.	Lynne Stapleton	Every 6 weeks (£1350)

improve emotional well-being.					
Families are well supported & can engage in supporting their child in school	ELSA & Senior Leader support Investigate the use of Jigsaw families to support parents at home.	Many PPG families have experienced hardship or emotional distress	Monitor which families are accessing support. Meetings with members of SLT and ELSA to tailor support.	Lynne Stapleton, SLT, ELSAs, class teachers	Every 6 weeks
All PPG children's emotional needs are being met	ELSA support	Many PPG children have had emotional upset.	Monitor which children accessing & follow up any ongoing concerns.	Lynne Stapleton	Every 6 weeks
Total budgeted cost					£23,000

Other Approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children in Year 1 pass their phonic screening test & make progress with reading & writing from their starting point.	RWI	PPG children starting at lower level of literacy in EYFS.	Regular RWI meetings, assessment & monitoring by RWI coordinator	Becky Penny	Every 6 weeks



Launch Values based curriculum and ensure consistent approach across school	Values based curriculum led by assemblies and PSHE lessons	Encourage resilience and the correct attitudes for learning throughout the school.	Improved attitudes to learning, attitudes around the school Pupil Voice	Rachel Skates, class teachers	Termly.
All PP children to be able to access extra-curricular activities inline with their peers.	Money to be available to subsidise educational visits and residential of Pupil Premium children.	All children to be given the opportunity for wider school experiences.	PP lead to have conversations with parents of PP children as and when needed to encourage them to attend trips and residential.	Rachael Amor	Termly
				Total budgeted cost	£14,455

Review of expenditure				
Previous Academic Year	2019 - 2020			
Quality of Teaching for All				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
All PPG children make progress in reading, writing and maths from their starting point	'Keep up' interventions with teacher and/or TA	£12000	Increased focus on these children will enable the children to make at least average progress	Due to Covid-19 pandemic many interventions were not completed. Class teachers kept in touch with members of their class through Purple Mash and through phone calls as requested by parents.
Targeted Support				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact

Children in Years 5 & 6 to be able to discuss emotional concerns and be supported to improve emotional well-being.	Relate Time to Talk Counsellor	£1350	Children will be more resilient and happier therefore in a better “place” to be able to learn.	Due to Covid-19 restrictions this intervention was paused midyear.
Families are well supported & can engage in supporting their child in school	Parent Support Advisor (PSA)	£7750	Parents will feel more able to support their children and will feel empowered in their own abilities to look after the well-being of their children.	PSA left in the middle of the academic year. Due to Covid-19 many parents of children entitled to PPG received daily telephone calls by their class teacher, a member of SLT or one of the ELSA team. This was recorded on CPOMS and monitored by Rachel Skates. 3 tablets were given to families not able to access online learning.
All PPG children’s emotional needs are being met	ELSA support	£7000	Children will feel that they have a voice that is heard. They will feel safe to talk about what is worrying them and will be able to	ELSA support continued to be a valuable resource for our children and this is something that we are increasing over the coming year.

			learn when in the classroom.	
100% of Y6 PPG children to make on track progress in reading, writing & maths & increase to 70% of PPG children to achieve combined ARE	Teacher to support for 1 afternoon a week to provide targeted teaching support	£2600	Children will feel a sense of achievement, PPG children will reach the expected standard in reading, writing and maths.	As of March 2020 (Data Point before lockdown) 61.5% of PP children met ARE in reading, writing & maths combined compared with 65% Non PP children. This is below national average and shows that PP children are behind the rest of the cohort. This will need to continue as a target in the future.
Other Approaches				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
All children in KS1 pass their phonic screening test & make progress with reading & writing from their starting point.	Read Write Inc	£? (RWI trainer cost + cost of Ruth Miskin/Oxford Owl websites)	All children will start to see themselves as readers, they will be able to concentrate on their comprehension	Covid-19 meant that the year 1 cohort did not receive the planned RWI input and did not take the Phonics Screening Check as planned. They are



			skills as their decoding will become second nature.	now due to take a past check in Term 2 and those that do not pass then will need to re-sit in Y2 as normal.
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