# Bowburn Primary School Pupil Premium Strategy Statement 2022/23

## 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

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| Detail | Data |
| School name | Bowburn Primary School |
| Number of pupils in school  | 353 ( 299 in main school, 54 in nursery) |
| Proportion (%) of pupil premium eligible pupils | 36% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021~2024 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Governing Body |
| Pupil premium lead | P Soler |
| Governor lead | J Collinson |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 137,190 |
| Recovery premium funding allocation this academic year | £ 16,240 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 13,386 |
| **Total budget for this academic year** | £ 166,816 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Bowburn Primary School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:* Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
* Having individualised approaches to address barriers to learning at an early stage through intervention.
* Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
* Make decisions based on detailed data analysis and responding to evidence.
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up. |
| 2 | Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging. |
| 3 | Due to low starting points in verbal communication and language, some Year 1 disadvantaged pupils struggle to meet the phonics standard at the end of the year (52% of Year 2 disadvantaged pupils met the expected standard in phonics in 2020). This slows their progress in all curriculum areas that demand effective reading strategies. |
| 4 | All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.  |
| 5 | Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. Persistent absentees are particularly high in EYFS and KS1. |
| 6 | Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading. |

## 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.

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| Intended outcome | Success criteria |
| Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations. | A higher proportion of Pupil Premium children meet a Good Level of Development than in 2023 *.*  |
| Improve emotional resilience for all pupils through use of TA support and intervention. | Lesson observations will demonstrate pupils’ positive attitudes to learning and good behaviours. |
| Y1 and Y2 phonics resits confirm that increased proportions of disadvantaged pupils meet the standard. | % of PP pupil meeting the expected standard in phonics improves from 2022. |
| Provide children with high quality teaching and feedback to ensure progress in lessons. Ensure KS2 pupils are provided with organisers to support their learning. | Increased proportions of pupils will reach ARE in English and Maths across the school. |
| Reduce the number of persistent absentees. | % of persistent absentees is at least in line with National Average.There are increased attendance rates for Pupil Premium children. |
| Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading. | By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2023. |
| Pupils who have struggled with the emotional impact of disrupted education and adverse home situations are supported and can therefore make improved academic progress  | By the end of the academic year those children classed as vulnerable and in need of in school and agency support are able to reach their academic targets.  |

## 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: £ 83,408

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Implement Nuffield Early Language Intervention with targeted EYFS children across the year.  | On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.A 2016 randomised controlled trial found a positive impact of four months’ additional progress for the Nuffield Early Language Intervention.**EEF toolkit: Communication and language approaches - additional 6 months progress****NELI - additional 10 months progress** | 1 |
| Implement ELKLAN programme with EYFS children across the year, including training and release time to be provided for 2x TAs  | On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.An independent evaluation shows that the Elklan Talking Matters programme does make a positive impact on the receptive and expressive language abilities of young children across a range of early years settings. The Talking Matters programme also makes a statistically significant impact on practitioners’ knowledge of and confidence in supporting children’s speech, language and communication. - J Clegg & C Rohde, University of Sheffield July 2017**EEF Toolkit: Communication and language approaches - additional 6 months progress** | 1 |
| Staff to receive training from the Maths Hub to develop early numeracy approaches. | On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months’ progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.**EEF toolkit: Early Numeracy Approaches - additional 6 months progress** | 1 |
| All staff to complete 6 hours of training to develop understanding of metacognition.Staff will implement strategies which are appropriate to their cohorts following training.  | Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.**EEF toolkit: Metacognition and self-regulation - additional 7 months progress** | 2 |
| ALL staff to access ‘Little Wandle’ phonics training to ensure consistency in this approach to teaching phonics and early reading across the school. New teaching resources to be purchased to support consistent roll out of Little Wandle including new reading scheme where books are matched to phonics levels ( Ofsted AFI) | Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words). Little Wandle is a DfE accredited systematic synthetic phonics programme **EEF toolkit: Phonics - additional 4 month progress.** | 3 |
| All children who are fluent readers to receive daily No Nonsense Grammar and No Nonsense Spelling teaching. Resources and training provided to ensure efficient and consistent teaching.  | A fluent writing style supports composition because pupils’ cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.Pupils should practise sentence-combining and other sentence construction techniques.**EEF teaching and learning toolkit- improving literacy in KS2** | 4 |

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

Budgeted cost: £ *36,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ensure there is adequate staffing so that all eligible pupils access EYFS as soon as they are able through the golden ticket scheme.  | [**Effective Provision of Pre-school Education (EPPE) project findings**](https://dera.ioe.ac.uk/8543/7/SSU-SF-2004-01.pdf)Beginning early years education at a younger age appears to have a high positive impact on learning outcomes. It is estimated that children who start to attend an early years setting before turning three make approximately six additional months’ progress compared to those who start a year later. **Early Years EEF Toolkit: Earlier Starting Age – additional 6 months progress** | 1 |
| A teaching assistant to be employed to deliver daily phonics/reading sessions. | 1. In the UK, four recent evaluations of one to one tuition interventions found average impacts of between three and six months’ additional progress, suggesting that positive impacts can be successfully replicated in English schools.

**EEF Teaching and Learning Toolkit: One to one tuition - additional 5 months progress**  | 4 |
| A supply teacher and a teaching assistant familiar to our school will be tasked to provide tuition for 2 or 3 days per week.Tutors to be used via the NTP will provide in- school tutoring for identified pupils as well as other tutors to provide tuition for pupils after school in English and maths as appropriate(Recovery Premium to pay 75% of this cost)  | Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.**EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress** | 4 |
| Continue to use Reading strategies to increase reading fluency and comprehension including Lexia, Reading Plus , Bug Club, reciprocal and guided reading.  | 1. Children offered Lexia made the equivalent of two additional months’ progress in reading, on average, compared to other children. This result has a high security rating.
2. Exploratory analysis suggests that children offered Lexia made the equivalent of two additional months’ progress in word recognition and decoding skills and one additional month of progress in reading fluency and comprehension skills, on average, compared to other children.
3. **EEF Teaching and Learning Toolkit : Reading Comprehension strategies – additional 2 months progress**
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ *38,200*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| The PSA and the School Councillors to have specific time set aside to support children with challenging behaviour | 1. Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.

**EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress** | 2, 5 |
| Continue to employ a Parent Support Adviser whole time to support the school secretary to monitor and implement strategies to improve attendance. | 1. School attendance data improved by 10% when the parent support adviser was first employed.

Parental engagement has a positive impact on average of 4 months’ additional progress. **EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress** | 5 |
| To provide outdoor and adventurous activities for pupils , including Forest Schools and Residential Trips , which will increase wellbeing, emotional resilience and promote positive behaviour  | 1. Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.
2. **EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress**
 | 2, 5 |
| To foster a love of reading amongst pupils by supporting reading in school through use of support and other staff to hear children read and share books, also, providing high quality books and reading incentive schemes to foster a love of reading amongst pupils e.g. visiting authors, re-stocking the 2 new libraries, providing high quality non- fiction texts, use of ‘StarBooks’ and Bowburn Bookstall etc  | Children have demonstrated improvements in reading when they receive support one to one or in groups eg reciprocal and guided reading and when they have developed a love of reading books. Incentive schemes and sharing information with parents ( eg information or meetings on new reading scheme) will encourage future parental engagement which will in turn benefit the children. Parental engagement has a positive impact on average of 4 months’ additional progress. **EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress** | 6 |

**Total budgeted cost: £ 157,608**

Service pupil premium funding (optional)

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

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| 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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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |

# 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.

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| Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2022 to 2023 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2022 to 2023 academic year, and we have taken these into account when evaluating our strategy.Strategies used in 2022-23 were successful and so the school will continue to use some of these approaches.**Teaching Strategies**Staff training in the use of online platforms supported the quality of remote education to ensure that pupils continued to access the wider curriculum during lockdown. This also saw a much higher level of engagement from parents than had previously been achieved, including in EYFS. Online platforms meant that systems were in place to enable targeted pupils to access the remote maths tutoring rolled out in Summer term 2021 and Autumn and Spring term 2022. **Targeted Intervention**Identified pupils receiving one to one tuition and small group tuition across the spring and summer terms made good progress and achieved phonics results in line with national figures 2019. 42 pupils in Y3-5 were able to access online maths tutoring outside of the school day provided by the National Tuition Programme, with reported good impact on their confidence, progress and engagement in maths. In Y3- 8/11 pupils receiving tuition achieved EXS in maths, Y4-4/11 achieved EXS , in Y5- 14/20 achieved EXS. **Wider Strategies**The continuation of Class Dojo supported school staff to communicate with parents, especially during periods of national lockdown. Office 365 also developed parental engagement through the ability to hold virtual meetings with parents. We have continued the Mental Health Support Team to ensure our children are as supported as they can be during the pandemic. We have also made several referrals to CAMHS, Full Circle and OT for children who might need these services. We have continued to use our school councillors through IMPACT North East.Our PSA began to work whole time in April 2021 and has supported children and families during this time, including through the summer holidays, when she attended nine formal meetings for vulnerable children.  |

## 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*

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| --- | --- |
| Programme | Provider |
| Class Dojo | Class Dojo |
| Reading Plus | Reading Solutions UK |
| Lexia | Lexia Core 5 |
| Mathletics | 3P Learning |
| Snap Science | Collins Uk/STEM |
| Charanga ( Music) | Wise Music Group |
| Beanstalk Reading  | Coram Beanstalk |
| Kapow (ICT/Computing)  | Kapowprimary |
| Times Tables Rock Stars | Times Tables Rock Stars CIC |
| SPAG.com | Spag.com |
| Bug Club | Pearson Education  |

# Further information (optional)

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| Include any additional funding or strategies used to support vulnerable pupils in school. |

Referrals through Virtual School for Counselling and Tutoring for 2 LAC pupils.( October 2022)

Funded breakfast club places for vulnerable pupils to support attendance and punctuality.

Support over school holidays e.g. supporting families to allow pupils to attend summer activities in the local community. ( Bowburn Youth Project)

**Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy**

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| Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.  |

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| Activity | Autumn 2021 Evaluation | Committee Date |
| Teaching Priorities |  |  |
| Targeted Academic Support |  |  |
| Wider Strategies |  |  |

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| Activity | Spring 2022 Evaluation | Committee Date |
| Teaching Priorities |  |  |
| Targeted Academic Support |  |  |
| Wider Strategies |  |  |

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| Activity | Summer 2022 Evaluation | Committee Date |
| Teaching Priorities |  |  |
| Targeted Academic Support |  |  |
| Wider Strategies |  |  |