



Bowburn Primary School Pupil Premium Strategy Statement 2023/24

This statement details our school's use of pupil 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 the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---|
| School name | Bowburn Primary School |
| Number of pupils in school | 366 (312 in main school, 54 in nursery) |
| Proportion (%) of pupil premium eligible pupils | 33.8% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021~2024 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Natalie Maughan (HT) |
| Pupil premium lead | Claire Foster |
| Governor lead | Stewart Davidson |

Funding overview

| Detail | Amount |
|--|-----------------------------------|
| Pupil premium funding allocation this academic year | £ 165,400 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year | £ 165,400 Total spent £167,752 |

Part A: Pupil premium strategy plan

Statement of intent

At Bowburn Primary School and Nursery, we believe that raising the attainment for disadvantaged pupils is an integral part of our commitment to help all pupils achieve their full potential. We continuously review our provision to ensure we meet the needs of our pupils and allow them to overcome their barriers to learning. Through this, we aim to accelerate progress in order to diminish the difference between those entitled to Pupil Premium Grant (PPG) funding and those who are not.

We strive to support all pupils achieve their full potential by:

- Promoting an ethos of attainment of all pupils rather than stereotyping disadvantaged pupils 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 pupils
- Make decisions based on detailed data analysis and responding to evidence

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | 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. |
| 2 | A high percentage of pupils arriving at school are unable to access their learning due to their emotional needs and home life issues |
| 3 | 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. Smaller class sizes will ensure pupils receive a higher percentage of teaching time and greater high quality first teaching. |

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| 4 | 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. |
| 5 | Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading. |
| 6 | Due to low starting points in verbal communication and language, 50% of Year 1 disadvantaged pupils struggle to meet the phonics standard at the end of the year (48% of Year 2 disadvantaged pupils met the expected standard in phonics in 2022). This slows their progress in all curriculum areas that demand effective reading strategies. |
| 7 | Level of deprivation means that many of our pupils have limited life experiences to draw upon to enrich their learning and understanding |

Additional Challenges for 2023– 2024

| Challenge number | Detail of challenge |
|------------------|--|
| 8 | Since the pandemic, a significant number of pupils are experiencing difficulties with their social, emotional and mental health needs and require additional support beyond the classroom environment. |

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 |
|---|--|
| Improve emotional resilience for all pupils through use of TA support and focused interventions | Intervention and lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours |
| Pupils are effectively supported through high quality intervention and care from highly skilled TA's and Nurture provision in order access their learning effectively | Fewer pupils are disengaged in lessons and reluctant to begin their day |

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| Children eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations | <p>A higher proportion of Pupil Premium children meet a Good Level of Development than in 2024</p> <p>Smaller class sizes will ensure pupils receive a higher percentage of teaching time and greater high quality first teaching.</p> |
| Improve the overall attendance of PP pupils and reduce the number of persistent absentees across all key stages | <p>There are increased attendance rates for Pupil Premium pupils</p> <p>Percentage of persistent absentees is at least in line with National Average</p> |
| Increase engagement with parents to support the development of reading at home to support the lowest 20% of readers across school | 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 |
| Y1 and Y2 phonics resits confirm that increased proportions of disadvantaged pupils meet the standard | Percentage of PP pupil meeting the expected standard in phonics improves from 2023 |
| Provide pupils with a wide range of enrichment activities to ensure they receive a variety of stimulus to enrich their learning | Pupils are able to build on experiences and enrichment to engage in their learning and improve the quality and standard of their work in all areas of the curriculum |
| Provide a personalised intervention programme for all pupils with focused additional intervention sessions for some pupils | By the end of the year, gaps in basic skills knowledge in English and Maths will be diminished and this will be evidenced in the classwork and assessments completed by the pupils |

Additional outcomes 2023/24

| Intended outcome | Success criteria |
|--|--|
| Provide a Nurture provision within our school to support the emotional, social and mental health needs of our pupils | Open and develop a school-based Nurture provision for target pupils to access for a minimum of two terms. Pupils are able to apply strategies from the provision to support their SEMH needs both in and out of the classroom environment |
| Further support the emotional and mental health needs of targeted pupils through one-to-one counselling | School will employ their own school counsellor to work with target pupils on a 1:1 basis to support their unique SEMH needs. |
| Provide Forest School provision within our school grounds to support the emotional, social and mental health needs of our pupils | Continue to develop a school-based Forest School provision for target pupils to access for a minimum of two terms. Pupils develop the strength and resilience needed to cope with emotional difficulties. |

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: £ 87,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| All staff to complete training to develop their understanding of the Zones of Regulation as a tool to support pupils when regulating their emotions to allow effective learning in the classroom | <p>The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders (ADD/HD), and social-emotional theories.</p> <p>The Zones of Regulation is certainly a practice based on evidence and has shown positive, measurable outcomes across multiple studies and applications in school-based settings.</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p><u>EEF toolkit: Metacognition and self-regulation</u></p> | 1 |
| Staff retained to further support the emotional needs of pupils | <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p><u>EEF Teaching and Learning toolkit:</u></p> | 1 |
| Staff to complete training linked to developing their understanding of the emotional wellbeing and resilience needs of the pupils to lead effective interventions | <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p><u>EEF Teaching and Learning tool kit:</u></p> | 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. | <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>EEF toolkit: Metacognition and self-regulation - additional 7 months progress</p> | 2 |
| All staff to complete further training in the effective use of Reading Plus to support the lower attaining pupils | <p>Education Endowment Fund states that Reading Plus is one of 24 effective reading interventions listed by the What Works Clearinghouse. According to the findings of their systematic review, Accelerated Reader has positive effects on reading comprehension and reading achievement.'</p> | 5 |
| All staff to complete Little Wandle Training to ensure consistency in the teaching | <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Teaching phonics is</p> | 5 |

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| and intervention of phonics across school | <p>more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). There is some evidence that approaches informed by synthetic phonics may be more beneficial than analytical approaches.</p> <p>Little Wandle is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics</p> | |
| Nurture provision staff to access training in the effective establishment and running of a Nurture provision | <p>Education Endowment Fund published a report stating '....part of their job involves addressing children's emotion, social and behavioural needs. This is especially important for children from disadvantaged backgrounds and other vulnerable groups.'</p> <p>EEF SEMH Report</p> | 9 |
| Forest School staff to access training in the effective establishment and running of a Forest School provision. | <p>Education Endowment Fund published a report stating '....part of their job involves addressing children's emotion, social and behavioural needs. This is especially important for children from disadvantaged backgrounds and other vulnerable groups.'</p> <p>EEF SEMH Report</p> | 9 |

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

Budgeted cost: £ 41,350

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| To continue to provide a personalised intervention programme for Maths and English based on individual outcomes and gaps in learning | Shine intervention is valued by schools for a variety of reasons including: Shine delivers targeted individual and group intervention activities targeting the areas of weakness demonstrated in your pupils' diagnostic test results. | 8 |
| All staff to have completed Little Wandle Phonics online training to ensure consistency in the teaching and intervention of phonics across school | Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress... Little Wandle is a DfE accredited systematic synthetic phonics programme EEF toolkit: Phonics | 5 |
| To diminish the skill gap between reading on-sight words and comprehending a text | On average, reading comprehension approaches deliver an additional six months' progress. EEF states 'A number of previous studies of Lexia have found promising results and the balanced approach, combined with the initial diagnostic assessment, is well aligned to the evidence summarised in the EEF's guidance report Improving Literacy in Key Stage One . | 5 |
| To diminish the difference in outcome of the Year 1 phonics screening to end of Year 2 attainment (5&6) – Little Wandle training | As above | 5 & 6 |
| To assess, track and support PPG pupils in Key Stage 2, who do not achieve the expected standard | EEF states that 'Research suggests that phonics is particularly beneficial for younger learners 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).' | 5 |
| Continue to use Reading strategies to increase reading fluency and comprehension including Lexia, Reading Plus, Bug Club, reciprocal and guided reading. | 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. 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. EEF Teaching and Learning Toolkit : Reading Comprehension strategies – additional 2 months progress | 4 |

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| Develop the communication and language skills of children in our EY setting and those who are now in Year 1 (Early Talk boost and Talk Boost programme from N-Y1). | 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. | 3 |
| To source and provide experiences to stimulate and enrich the learning of pupils in all areas of the curriculum (eg. Equality of opportunity to access educational experiences and extra-curricular opportunities) | Research from EEF states that 'All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education.' | 7 |

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

Budgeted cost: £ 41,350

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| To further develop and resources interventions to support the emotional wellbeing and resilience of pupils across school | 1 The PPIW's report argues that work on social and emotional learning must be seen as connected with (rather than competing with) the wider priorities of the school.... there is promise that approaches aimed at improving social and emotional skills, far from distracting from academic goals, are actually likely to enhance them if implemented effectively...with a particular focus on support pupils from disadvantaged backgrounds. EEF Teaching and Learning Toolkit: Building social and emotional learning in to the classroom | 1 |
| Continue to employ Parent Support Advisor to monitor and implement strategies to improve attendance and reduce the rate of persistent absentees | EEF states that 'Parents play a crucial role in supporting their Pupils' learning, and levels of parental engagement are consistently associated with Pupils' academic outcomes...on average 4 months progress. | 3 |
| To support pupils at the start of the school day to ensure their emotional needs are conducive to promote effective learning behaviour within the classroom | EEF study on learning behaviours states that a learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom. EEF learning behaviour work has developed from the rich and diverse evidence base...which suggest that when used and implemented correctly, alongside good | 2 |

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| | teaching of content and skills, these approaches provide powerful ways to raise pupil attainment. | |
| To further support the emotional and mental health and wellbeing of pupils on a one-to-one basis | The impact of Covid-19 continues to be evident through the emotional and mental health and wellbeing of the pupils in schools. This is an area of particular need for targeted children and 'speaking to a school counsellor can be a transformative experience for children and young people.' Benefits of School Counsellor Report | 9 |
| To support the development and links between Maths skills alongside the health and wellbeing of the pupils through engaging pupils in active learning | The impact of Covid-19 on the physical wellbeing is evident in school therefore we are seeking opportunities beyond physical education lessons to increase the activity levels of pupils. Regular active English and Maths lessons take place throughout school. Lessons can also be completed at home during home learning with limited resources and space allowing the pupils to continue being active. | 8 |
| 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: £ 165,400

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 2023 to 2024 academic year.

Teaching Strategies

Reading Plus continues to be used from Year 2 to Year 6. Some pupils in Year 2 accessed the reading scheme in Summer 2023 in preparation for Year 3. Children who are unable to access this scheme continue to develop their phonics and reading skills using Little Wandle and guided reading.

Our Nursery numbers continued to rise over the academic year and the nursery was full in the summer term. Interventions continue to be personalised to the individual needs of children.

Little Wandle training was completed by all new staff over the course of the academic year. New resources were purchased to support the implementation of the scheme. Staff have the necessary skills to deliver the lessons and support the development of phonics for all children.

Wellbeing interventions continue to play a vital role in our school. Pupils from all year groups access planned therapeutic and wellbeing interventions and all classes have the option for flexible interventions to support any areas of need which arise.

Targeted Intervention

Personalised interventions for all pupils from Year 1 to 6 were completed on a daily basis. Pupils were monitored closely for their effort, progress and consistent access of the resources over the course of the academic year. Pupils identified as needing further support were then part of a focus coaching group to support their personal milestones.

Phonics groups are reviewed regularly and these are flexible to ensure pupils are in the relevant groups to meet their needs. Staff have worked hard to embed the new Little Wandle Phonics Scheme and ensure the pupils are supported in their progress. Progress is reviewed and interventions planned based on the outcomes of this review.

Speech and language continued to support pupils over the academic year and teachers worked closely to support their pupils in the classroom.

Wider Strategies

All pupils were able to access support as required with their emotional wellbeing and resilience. This could be whole class activities, group interventions or one to one support. support staff trained in therapeutic interventions were able to support teachers with class-based initiatives to align with interventions.

Attendance was monitored rigorously throughout the year. Our Parent Support Advisor monitored all attendance and followed guidance to support those families with attendance below the expected standard. attendance Improvement Plans were issued, and these remained in place at the start of the current academic year to ensure the focus on attendance was not reduced.

Breakfast club continues to be accessed by a great number of targeted families on a daily basis. We also provide breakfast to a consistent number of pupils who are not able to access breakfast at home and need some additional support when they arrive in school.

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 |
|-------------------------|-----------------------------|
| Class Dojo | Class Dojo |
| Reading Plus | Reading Solutions UK |
| 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)

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

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

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.

| Activity | Autumn 2023 Evaluation | Committee Date |
|---------------------------|---|----------------|
| Teaching Priorities | <p>Little Wandle phonics training has been completed by all staff in school. Due to several new staff joining, our Phonics and early Reading lead has ensured all staff have been trained to deliver the scheme effectively and with fidelity.</p> <p>Pearson's Bug Club subscription was not renewed as it doesn't match our Phonic scheme.</p> <p>Nurture staff have attended network meetings to develop ideas to support pupil needs. Our Nurture provision continues to be reviewed regularly and pupils attending are supported when they are in class. December 2023 Targeted Academic Support Winning with Number was implemented in Autumn 2</p> | |
| Targeted Academic Support | | |
| Wider Strategies | <p>Our PSA has focused on attendance in the autumn term. Pupils identified for support in the summer term, continued to be supported in the autumn term and this has had a positive impact on our attendance data. Parents/carers are supported to raise the importance of attendance and ensure their children attend every day. Our PSA will visit homes, collect pupils and meet with parents/carers regularly to support pupils.</p> | |

| Activity | Spring 2024 Evaluation | Committee Date |
|---------------------|------------------------|----------------|
| Teaching Priorities | | |

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|---------------------------|--|--|
| Targeted Academic Support | Winning with Number was implemented in Autumn 2. Teachers ensure pupils complete this daily either as a whole class, group work or individual basis. Intervention groups are also running to support those working on lower wins than other pupils. Individual gaps are identified and supported. Additional training is arranged in February to develop the resources further | |
| Wider Strategies | | |

| Activity | Summer 2024 Evaluation | Committee Date |
|---------------------------|---|----------------|
| Teaching Priorities | | |
| Targeted Academic Support | Further staff training for Winning with Numbers. Logins rolled out to enable all children to access at home | |
| Wider Strategies | | |