

# Pupil premium strategy statement for Bowling Green Primary School

## School overview

Metric	Data
School name	Bowling Green Primary School
Pupils in school	136
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£36,960
Academic year or years covered by statement	March 2019- March 2020
Publish date	Jan 2019
Review date	March 2020
Statement authorised by	Allison Deighton
Pupil premium lead	
Governor lead	Paul Miller

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-6.78
Writing	-4.94
Maths	-2.39

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	28.6%
Achieving high standard at KS2	

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively. Ensure staffing ensures smaller targeted groups.
Priority 2	Work with the maths hub materials and training-purchasing relevant resources to ensure all are

	delivering consistently good maths lessons which challenge all pupils.
Barriers to learning these priorities address	To ensure consistent deliver of the phonics scheme by all staff.
Projected spending	£18603.76 (includes staffing)

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2	July 2020
Progress in Writing	Achieve national average progress scores in KS2	July 2020
Progress in Mathematics	Achieve national average progress scores in KS2	July 2020
Phonics	Achieve national average progress scores in KS2	July 2020

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1**

Measure	Activity
Priority 1	Ensure all relevant staff are kept up-to-date with phonics training.
Priority 2	Ensure focus year group (Y3) teacher has up-to-date maths hub/mastery training.
Barriers to learning these priorities address	Ensuring consistent delivery of phonics and mathematics.
Projected spending	£1984.43 (includes staffing)

### Targeted academic support for current academic year

Measure	Activity
Priority 1	English Hub training for KS1/EYFS staff and English lead.
Priority 2	Establish small groups for phonics every morning.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness
Projected spending	£500 + staffing

### Wider strategies for current academic year

Measure	Activity
Priority 1	Buy and use CPOMS to ensure tracking of most vulnerable pupils.
Priority 2	Providing emotional support for our most vulnerable pupils through small group, visits to forest school and 1:1 work.
Barriers to learning these priorities address	Reducing the differences and stigma between our pp and non pp pupils by providing uniform, trip costs and milk for all pp children.
Projected spending	£7371.81

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and training.	Use of INSET days, visits to other schools. Working closely with teaching and cluster schools.
Targeted support	Explore reading barriers across the school in order to achieve a more consistent approach and raise standards.	English lead to be given time to explore reading. Whole staff to be involved in strategies to enable improvements.
Wider strategies	To bridge the gap between PP and non PP pupils.	Working closely with the LA and other local schools on strategies which have worked to bridge the gaps in Reading and Maths.

## Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Steady improvement in disadvantaged pupil progress from 2019 to 2020. Progress towards their targets can be seen.
Progress in Mathematics	Ensure Maths results are in line or exceed National Average.
Phonics	Implement the RWI scheme across EYFS and KS1, ensuring that personalised learning is available for all pupils with regular reviews and fluidity between the groups. Assess progress at regular interviews.