

Bowling Green Academy Pupil Premium 2020/21

Since September 2012 all schools have been required to publish information on their Pupil Premium funding. The Department of Education issue the Pupil Premium allocation to schools based on 'Ever 6' as of the most recent census. This funding is available for us to support children in care, adopted children, children of parents serving in the armed forces and children known to be eligible for free school meals over a 6 year period. For the period 1st September 2020 to 31st August 2021. Bowling Green Academy received Pupil Premium funding of **£33,503**

Our Pupil Premium initiatives have included:

- Training and targeted support for staff in delivery, training and development of Phonics across Key Stage 1 and 2.
- Provision of the school breakfast club.
- Purchase of support re-bespoke needs, including provision of school uniform and free school milk.
- The targeted and structured use of teaching assistants, placed and acting upon need, with a focus on developing English and Maths skills, especially those who are not in line with current expectations.
- Targeted support working only with Pupil Premium children on a 1:1/small group basis to develop and improve reading, writing and maths.
- Targeted funding to support individual and cohorts to ensure high quality opportunities linked to the creative arts.
- Nurture provision and support social and emotional development of pupils
- Funding of Educational Psychologist
- Raising attendance of Pupil Premium Children.

Impact Summary

We have continued to use current educational research to shape our Pupil Premium offer and in line with EEF findings will be investing funding into further developing teacher pedagogy in line with the EEF Literacy and numeracy guidance reports and Pupil Premium report in order to maximise Wave 1 teaching. We have further developed our nurture support/provision and worked with the local cluster schools to offer Forest School to specific year groups.

Funding was used to further enhance the skills of teaching and non-teaching staff, with a particular focus on phonics and Quality First Teaching. This is to ensure Pupil Premium children could reach their full potential. We firmly believe that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. With this in mind, our Pupil Premium strategy was rooted strongly in the CPD of our staff.

* the number of Pupil Premium children including Looked After Children, Adopted from Care or whose parents work in the Armed Services

Priority 1

Attainment for all – high quality intervention and training for staff

Priority 2

Narrow the gap by ensuring pupils' individual needs are met and barriers to learning removed.

Priority 3

Addressing attendance of Pupil Premium children.

Due to Covid-19 school closures, it has not been possible to collect accurate end of year summative data and as a result the overall efficacy of the 2019 – 20 Pupil Premium cannot be fully reviewed and evaluated.

End of year teacher forecast data was issued to the LA and Perspective lite was used to support the identification of trends as well as provide regional comparison (where the schools had a significant number PP pupil to provide a comparison).

As there has been no formal assessments for children, owing to Covid-19, assessments have been solely based on teacher assessments:

End of KS1 (Cohort: 24, 7 PP pupils)

	All pupils	Non PP	PP
Reading	79%	67%	43%
Writing	63%	54%	29%
Maths	79%	67%	43%
RWM Combined	63%	54%	29%

End of KS2 (Cohort: 19, 7 PP)

	All pupils	Non PP	PP
Reading	58%	75%	14%
Writing	47%	58%	28%
Maths	68%	67%	71%
RWM Combined	32%	42%	0%

% to show those who are at or above the expected standard.

The school continued to support our Pupil Premium families during the lockdown and school closure period in range of ways. All Pupil Premium children were offered a place and 54% attended (although some not full time) during the second lockdown.

The online learning platform Seesaw was used to provide the children with a range of home learning activities. This was supplemented with paper learning packs for those children and families who are unable or had difficulty accessing digital learning. Participation in home learning was tracked by class teachers and

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SLT and telephone calls were made to families that did not engaged by either the class teacher or member of the SLT. These calls have been to provide solutions to any barrier to home learning. Over all engagement with Seesaw home learning was high with 92% of children and families engaging with the bespoke home learning offer. However, 25% of PP pupils chose not to attend and did not engage well despite these efforts. A further 22% did attend although not always full time and, when they did not attend, there was little or no engagement.

Next steps

Some areas of the plan will continue into 2021-21, particularly in light of monitoring attendance of PP children. There will continue to be a strong focus on phonics, reading and writing, in line with the School Improvement Plan. Targeted intervention will remain a high priority.