

Pupil premium strategy statement 2021/22

School overview

| Metric | Data |
|---|------------------------------------|
| School name | Bowling Green Academy |
| Pupils in school | 142 |
| Proportion of disadvantaged pupils | 29 |
| Pupil premium allocation this academic year | £39,605 |
| Academic year or years covered by statement | 2021/22 |
| Publish date | September 2022 |
| Review date | Termly but full review Summer 2022 |
| Statement authorised by | Mr J. Stuttard |
| Pupil premium lead | Mrs A. Deighton |
| Governor lead | |

Disadvantaged pupil progress scores for 2019 (last validated data)

| Measure | Score |
|---------|-------|
| Reading | -6.75 |
| Writing | -4.94 |
| Maths | -2.38 |

Disadvantaged pupil performance overview for last academic year (In house data 2021)

| Measure | Score |
|---|--|
| Meeting expected standard at KS2 (7 ch) | RWM Combined – 0% R-14% W -28% M –71% |
| Achieving high standard at KS2 | 0% |

Strategy aims for disadvantaged pupils

| Measure | Activity |
|---|---|
| Priority 1 | To ensure Pupil Premium children's progress and attainment is equal to or greater than their non-pupil premium peers. |
| Priority 2 | To ensure that Pupil Premium children have the same access/opportunities for learning as the rest of the school |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> ➤ Whole school vision and values with high expectations for all ➤ Ensuring all children are receiving quality first teaching differentiated to individual need to ensure maximum progress can be made. ➤ Ensuring staff use evidence-based whole-class teaching interventions ➤ Support to increase parental engagement & subject knowledge to support children's learning at home (i.e. daily home reading, homework and home learning during lockdown) |
| Projected spending | £5,600 |

| Aim | Target | Target date |
|-------------------------|---|-------------|
| Progress in Reading | Achieve expected level of 2 points or more progress per term. | July 2022. |
| Progress in Writing | Achieve expected level of 2 points or more progress per term. | July 2022. |
| Progress in Mathematics | Achieve expected level of 2 points or more progress per term. | July 2022. |
| Phonics | 75% disadvantaged children to pass their Phonics screen. | June 2022. |
| Other | Improve attendance to LA average of 95% | July 2022. |

Teaching priorities for current academic year

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

| Measure | Activity |
|---|--|
| Priority 1 | Ensure all relevant staff (including new staff) have received paid-for training to deliver the Read Write Inc. phonics scheme effectively. (To include KS2 staff for those children in KS2 requiring phonic support) |
| Priority 2 | To use appropriate diagnostics to acutely identify gaps in knowledge/barriers to learning in order to plan high quality interventions matched to individual needs. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> ➤ Ensure access of quality texts to support and engagement in learning through Power of Reading ➤ Ensuring all staff have access to and are trained in using diagnostic tools ➤ Ensuring staff use evidence-based whole-class teaching interventions |
| Projected spending | £12,005 |

Targeted academic support for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Develop a love of reading and improve the educational outcomes in Reading narrowing the gap to national standards through high quality teaching of phonics for early reading and a consistent approach to teaching reading across KS2 through VIPERS. |
| Priority 2 | Improve the educational outcomes in Writing using The Power of Reading approach and a vocabulary rich curriculum. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> ➤ Staff apply Phonics and English CPD to daily practise. ➤ Teach phonics with fidelity using a systematic and synthetic approach using a validated scheme – Read Write Inc. ➤ Ensure appropriate diagnostics are used to identify gaps and barriers to learning. ➤ Ensuring staff make evidence based decisions for interventions and use data as a tool to improve and identify need. |
| Projected spending | £10,000 |

Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Addressing attendance through breakfast clubs, CPOMS, pastoral support. Provide behaviour and pastoral support for small minority of PP children. |
| Priority 2 | To meet the SEMH and/or Health needs of all Pupil Premium learners to ensure that they are ready to learn. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> ➤ Ensure that all staff consistently follow the school's behaviour policy. ➤ Ensuring close monitoring of attendance to ensure this does not prevent the work in school having impact. ➤ Parental engagement. ➤ Pupils arriving at school hungry and wearing incorrect/unsuitable clothing ➤ Pupils arrive at school requiring emotional support for issues arising in the home |
| Projected spending | £12,000 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|---|---|
| Teaching | Staff embedding the quality first teaching CPD into daily practice. | Director of Teaching and Learning/SLT to create a monitoring calendar to ensure embedding of CPD. |
| Targeted support | Staff having time to plan for focussed interventions and groups. | Planned time for all staff, including support and lunchtime staff to ensure consistent implementation of behaviour policy, understanding of positive behaviour strategies and pastoral support, including time to review and discuss. |
| Wider strategies | Engaging parents and families. | Designated staff work directly with target families. |

Ongoing reflective review

| Date | Actions & Activities | How? What Impact Measures can you report? | Lessons Learned | Next Steps |
|--------------------|---------------------------------|--|------------------------|-------------------|
| Autumn Term | | | | |
| Spring Term | | | | |
| Summer Term | | | | |