

Pupil premium strategy statement

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

Detail	Data
School name	Bowling Green Academy
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jamie Stuttard
Pupil premium lead	Allison Deighton
Governor / Trustee lead	Paul Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,605
Recovery premium funding allocation this academic year	£4,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43,810

Part A: Pupil premium strategy plan

Statement of intent

At Bowling Green Academy, improving the outcomes for children eligible for Pupil Premium funding is a key target to school improvement. We aim to give children the best start to their education by providing a nurturing, caring environment which ensures that all pupils are provided with the opportunities, knowledge, skill and culture capital which they need to lead a fulfilled life. It is our intention that children achieve the best possible outcomes in order to progress to their next stage of education.

Our Pupil Premium strategy is informed by high quality research to ensure we provide best possible route to improve the educational outcomes of children. This is done through a tiered model with focuses on

- *high quality teaching*
- *targeted academic support*
- *wider strategies.*

We firmly believe that Quality First Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils (Active Ingredient 1 – School Improvement Plan). With this in mind, our Pupil Premium Strategy will be rooted strongly in providing highly skilled staff to provide quality first teaching and learning. This will be matched with an equal emphasis on providing wellbeing support to ensure pupils are emotionally ready to learn. We aim to work with parents to form a partnership in ensuring that our disadvantaged children are offered wider opportunities and experiences through our curriculum design and to ensure parents are as fully involved as possible in encouraging and supporting their children to progress. Raising attendance for this group of children is a key factor in this (Active Ingredient 3 – School Improvement Plan).

At Bowling Green Academy, there is a high correlation between children eligible for Pupil Premium funding and children with SEND. Monitoring progress for these children and closing attainment gaps is crucial (Active Ingredient 2 – School Improvement Plan).

Challenges

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

Challenge number	Detail of challenge
1	PP pupils academic achievement is significantly below non-PP pupils, particularly in reading and writing
2	Attendance of PP pupils
3	38% of PP pupils also have additional SEN
4	Lockdown had a significant impact on a large number of PP pupils
5	Parental engagement
6	Poor oracy and use/understanding of higher-level vocabulary
7	Data and tracking systems to monitor progress
8	Quality First Teaching to be a focus in all classes

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
The gap between Pupil Premium and non-Pupil Premium pupils narrows in reading and writing. This will be done through Quality First Teaching and intervention.	<p>Pupil Premium pupils achieve at or above national average progress scores in KS2 – as shown through national testing.</p> <p>The progress of Pupil Premium pupils is ‘above expected’ – as shown on the PP tracking grid.</p> <p>Targeted academic support and intervention is closing the attainment gap related to each child’s individual needs – as shown on gap monitoring grid.</p>
The Quality First Teaching of Reading is developed through high-quality texts, the use of VIPERS and through the implementation of the RWI phonics programme.	<p>The progress of Pupil Premium pupils is ‘above expected’ for Reading.</p> <p>Targeted academic support and intervention is closing the attainment gap related to each child’s individual needs in Reading – as shown on gap monitoring grid.</p> <p>Pupils are enjoying reading more – as evidenced through pupil voice survey.</p>

	Monitoring of Reading shows improved QFT and progress for all children.
The Quality First Teaching of Writing is developed through high-quality texts, consistent teaching, the use of EEF 'best practice' guidance and oral feedback.	<p>The progress of Pupil Premium pupils is 'above expected' for Writing.</p> <p>Targeted academic support and intervention is closing the attainment gap related to each child's individual needs in Writing – as shown on gap monitoring grid.</p> <p>Pupils are enjoying writing more – as evidenced through pupil voice survey.</p> <p>Monitoring of Writing shows improved QFT and progress for all children.</p>
Attendance of Pupil Premium pupils will improve (last year 94.7% average, compared to 'all pupils' 96.8%).	<p>All Pupil Premium pupils' attendance is above 95%, other than in exceptional circumstances.</p> <p>The gap between Pupil Premium attendance and 'all pupils' will close.</p> <p>Strategies from Active Ingredient 3 (SIP) have been deployed successfully.</p>
To promote good oracy skills in PP children through high-quality, early intervention and the promotion of higher-level vocabulary through all areas of the curriculum.	<p>Pupil Premium pupils will have a better understanding of a wider range of vocabulary – this will be shown in their spoken and written work.</p> <p>Targeted academic support and intervention is closing the attainment gap related to each child's individual needs (e.g. NELI) – as shown on gap monitoring grid.</p>
Parents of Pupil Premium pupils become more engaged through supporting with homework and SeeSaw.	<p>Reading records, engagement on Seesaw, attendance at parents 'evenings etc. has raised through targeted support.</p> <p>Raised profile of class teachers with PP parents to address gaps in homework, attendance at parents' evenings and involvement in their children's learning. Early contact and offers of support have been successful and impactful.</p>

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

Budgeted cost: £18,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and coaching on EEF metacognition and self-regulation report	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ https://tdtrust.org/wp-content/uploads/2015/10/DGT-Summary.pdf https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf	1, 3, 4, 6, 8
RWI training and development for all new staff and monitoring for all staff involved in RWI Programme	https://www.ruthmiskin.com/media/filer_public/c5/55/c5551189-25bf-4cdb-99c5-284c0756dd3d/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbvii_bh.pdf	1,3, 4, 6,7, 8
Programme of CPD for all classroom staff around QFT across all subjects	https://tdtrust.org/wp-content/uploads/2015/10/DGT-Summary.pdf https://padlet.com/Teamworks/2697tcz0g48eumk7	1,3, 6,7, 8
Teacher Feedback to improve Learning	https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/	1,3,6, 7, 8
Improving standards in Literacy EYFS, KS1, KS2	https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf	1,3, 6, 7, 8

	https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_2017.pdf	
Pupil Progress data is used to support future teaching and intervention	https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/	1, 3, 4, 6, 7, 8

Targeted academic support

Budgeted cost: £14,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of diagnostics to support SMART IEP targets and to identify barriers to learning	https://educationendowmentfoundation.org.uk/public/files/Support/Tiered_Model/EEF-Diagnostic-Assessment-Tool.pdf	3, 4, 7, 8
Targeted 1:1 and small group interventions delivered by teacher and TAs	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1,3, 4,6 ,7, 8
The curriculum is adapted and enhanced to meet the needs of all PP learners	https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/	1,3, 4, 6, 7, 8
Accurate assessment of pupils working below standard of national curriculum tests	https://www.gov.uk/government/publications/the-engagement-model	1,3, 4, 6, 7, 8

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff and TAs to have a better understanding of how to remove barriers to learning and support social and emotional development	https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/	1, 3, 4, 7, 8
Greater involvement of parents and encouragement of parental support and engagement.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance	2, 4, 5
Funding of Out of School Club and Milk in KS1. Provision of uniform. Inclusion in paid-for out of school activities.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/ Breakfast Clubs Trust Fund Town Foundation Free Breakfasts For Kids (htaFOUNDATION.com)	2, 5
Monitor and support families with attendance and academic support for children.	https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/ https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance	1, 2, 4, 5

Total budgeted cost: £43,810

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 2020 to 2021 academic year.

In 2020/21 our Pupil Premium funding was largely used for CPD and training for staff – teaching and non-teaching, largely around phonics, mathematics and reading. Additional CPD around well-being and mental health was in place to enhance well-being provision throughout the pandemic. Further funding was used to fund staffing in order to ensure smaller, more manageable groups with a greater focus on targeted intervention.

Funding was used to enhance the skills of teaching staff and availability of resources, to maximise the impact of teaching and learning to ensure Pupil Premium children reach their full potential.

The school continued to support our Pupil Premium families during the lockdown and school closure period in range of ways with 60% of Pupil Premium children attended in-school key worker provision although this was sporadic for some children and not full time for all (however this was offered). Device were offered to all pupils who did not own them, 15 in total were loaned out to children during lockdown or periods of isolation to ensure engagement of online learning. 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 SLT and telephone calls were made to families that did not engage.

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
Nuffield Early Language Intervention (Neli)	Elklan - OUP
Read, Write, Inc.	Ruth Miskin
Fresh Start intervention	Ruth Miskin
Purple Mash Computing	Purple Mash

White Rose Maths	White Rose Maths
Spelling Shed / Literacy Shed	Literacy Shed
Times Tables Rockstars	Times Tables Rockstars

Ongoing reflective review – monitored monthly on SIP

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