

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	139
Proportion (%) of pupil premium eligible pupils	20%
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	£37,799
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	£42,004

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: £17,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training and coaching on EEF metacognition and self-regulation report</p>	<p>Staff will use metacognition and self-regulation approaches to teaching to support pupils to think about their own learning more explicitly. They will teach pupils specific strategies for planning, monitoring, and evaluating their own learning. Interventions will be designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> <p>The review provides a powerful consolidation of our existing understanding and it sheds new light on key components of effective professional development. The report's findings provide essential guidance for teachers, school leaders, CPD providers and policymakers</p> <p>https://tdtrust.org/wp-content/uploads/2015/10/DGT-Summary.pdf</p> <p>Evidence suggests the use of 'metacognitive strategies' which get pupils to think about their own learning can be worth the equivalent of an additional +7 months' progress when used well. It has found that the potential impact of these approaches is very high, particularly for disadvantaged pupils.</p> <p>This report reviews the best available research to offer practical advice on how to develop pupils' metacognitive skills and knowledge, including recommendations in seven areas and 'myth busting' common misconceptions teachers have about metacognition.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p>	<p>1, 3, 4, 6, 8</p>
<p>RWI training and development for all new staff and monitoring for all staff involved in RWI Programme</p>	<p>Read Write Inc is a validated scheme of teaching systematic synthetic phonics. Staff training for all is essential in the consistent delivery across school, including intervention for struggling readers.</p> <p>https://www.ruthmiskin.com/media/filer_public/c5/55/c5551189-25bf-4cdb-99c5-</p>	<p>1,3, 4, 6,7, 8</p>

	284c0756dd3d/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf	
<p>Programme of CPD for all classroom staff around</p> <p>QFT across all subjects</p>	<p>High Quality teaching improves outcomes the latest report from the EEF provides guidance on how to implement professional development programmes with care, taking into consideration the context and needs of the school</p> <p>EEF - Effective Professional Development</p> <p>Teachers will benefit from effective CPLD using the findings from 'Developing Great Teaching'. In using these recommendations it is more likely that the CPLD will have a lasting impact on teacher practice and student outcomes.</p> <p>Developing Great Teaching-Summary</p>	1,3, 6,7, 8
Teacher Feedback to improve Learning	<p>In teachers providing meaningful feedback it supports pupil progress, builds learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This guidance report aims to move beyond this and focus on what really matters: the principles of good feedback rather than the written or verbal methods of feedback delivery.</p> <p>EEF - Guidance-reports - Feedback</p>	1,3,6, 7, 8
Improving standards in Literacy EYFS, KS1, KS2	<p>This Preparing Literacy guidance report is specific to 3 to 5 year olds and supports our EYFS staff with practical evidence-based recommendations to provide every child (but particularly those from disadvantaged homes) with a high quality and well-rounded grounding in early literacy, language and communication.</p> <p>Recommendations include the importance of high quality interactions between adults and children to develop their communication and language skills. In addition to using a range of different activities like singing, storytelling and nursery rhymes to develop children's early reading and ability to hear and manipulate sounds.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</p> <p>The findings of the Literacy KS1 guidance report focuses on the theme of language and literacy in Key Stage 1 and is also be applicable to older pupils who have fallen behind their peers, or younger pupils who are making rapid progress.</p> <p>This edition provides recommendations and offers additional examples, explanations and resources to provide direct paths of action from the evidence-based guidance to classroom practice. The recommendations represent 'lever points' where there is useful evidence about language and literacy teaching that schools can use to make a significant difference to pupils' learning.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</p> <p>The KS2 Literacy report offers practical evidence-based recommendations that are relevant to all pupils, but</p>	1,3, 6, 7, 8

	<p>particularly to those struggling with their literacy. It builds on the recommendations presented in the Improving Literacy in Key Stage One report, but is specific to the needs of pupils at Key Stage 2. At Key Stage 2, pupils are consolidating their literacy skills, building their vocabulary and developing their fluency and confidence as speakers, writers and readers of language. Many of the strategies and examples presented in the report are similar to those in the Key Stage 1 guidance report, they are often more complex and multi-staged, reflecting the increasing depth and breadth of pupils' knowledge and skills. Pupils will be able to use strategies with increasing independence and sophistication, and will increasingly be able to combine them.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_2017.pdf</p>	
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: £14,154

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of diagnostics to support SMART IEP targets and to identify barriers to learning	<p>Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers. With the information diagnostic assessments provide, teachers may:</p> <ul style="list-style-type: none"> • decide to adjust the level of challenge of activities • reteach specific concepts or topics • adjust curriculum content in the medium or long term • provide pupils with feedback through which they can address their own areas for improvement • decide which pupils may need additional, targeted academic support <p>https://educationendowmentfoundation.org.uk/public/files/Support/Tiered_Model/EEF-Diagnostic-Assessment-Tool.pdf</p>	3, 4, 7, 8
Targeted 1:1 and small group interventions delivered by teacher and TAs	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1,3, 4,6 ,7, 8

	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	
The curriculum is adapted and enhanced to meet the needs of all PP learners	<p>The curriculum is written and adapted to meet the needs of our learners. The pupil premium guide is considered when deciding on which strategies to use and is focused on the 3 areas of high-quality teaching, targeted academic support and wider strategies.</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>This EEF/SEND report presents five recommendations for mainstream schools seeking to improve their provision for pupils with SEND. The focus is on improving the quality of teaching and learning in mainstream classrooms and ensuring pupils are full members of the school community who have a rich and positive experience.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</p>	1,3, 4, 6, 7, 8
Accurate assessment of pupils significantly working below standard of national curriculum tests	<p>The engagement model is an assessment tool to help schools support pupils who are working below the level of the national curriculum and not engaged in subject-specific study. The engagement model was adapted from the 7 aspects of engagement, which was devised by Professor Barry Carpenter in the DfE-funded Complex Learning Disabilities and Difficulties project in 2011.</p> <p>https://www.gov.uk/government/publications/the-engagement-model</p>	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	This EEF report on Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average,	1, 3, 4, 7, 8

<p>social and emotional development</p>	<p>have weaker SEL skills at all ages than their better-off classmates. https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p> <p>Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). This report found from their analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling. Regardless of these instrumental outcomes, extra-curricular activities were hugely valuable to young people themselves in ways that are not quantifiable. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p>	
<p>Greater involvement of parents and encouragement of parental support and engagement.</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; • more intensive programmes for families in crisis. <p>https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</p>	<p>2, 4, 5</p>
<p>Funding of Out of School Club and Milk in KS1. Provision of uniform. Inclusion in paid-for out of school activities.</p>	<p>The EEF evaluation has found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months’ additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/</p>	<p>2, 5</p>

<p>Monitor and support families with attendance and academic support for children.</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; • more intensive programmes for families in crisis. <p>https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</p>	<p>1, 2, 4, 5</p>
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Total budgeted cost: £42,564

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				