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	

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, 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. Where every child is known for the individuality by every member of staff who works with them. 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 good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. 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 lean. 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.

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	Lack of parental engagement

6	Poor oracy and use/understanding of higher level vocabulary
7	Data and tracking systems do not show progress

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.	Pupil Premium pupils achieve at or above national average progress scores in KS2. (Where there is no SEN need) Data shows that the gap (where identified) has been reduced between pupil premium and non-pupil premium pupils by the end of the strategy plan. The progress of Pupil Premium pupils is equal to or greater than non-Pupil Premium pupils.
That the progress of pupils is more carefully tracked and monitored.	That clear progress can be seen in all PP children through the introduction of a more rigorous assessment and monitoring process.
Love of reading is developed through high-quality texts and the use of VIPERS (KS2) and through the implementation of the RWI phonics programme.	Majority (at least 75%) of Pupil Premium pupils will read in line with non-Pupil Premium pupils.
Attendance of Pupil Premium pupils will improve.	Offers of attendance at breakfast club, careful monitoring of attendance and offer of pastoral support. Behaviour support offered for small minority of Pupil Premium pupils. Attendance of PP will be predominantly above 95% and at least above 90%.
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.	Pupil Premium pupils will have a better understanding of a wider range of vocabulary – this will be shown in their spoken and written work.
Parents of Pupil Premium pupils become more engaged through supporting with homework and reading.	Reading records, engagement on Seesaw, attendance at parents 'evenings etc.

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: £15,910

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
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_xbviibh.pdf	1,3, 4, 6
Programme of CPD for all classroom staff around QFT across all subjects.	https://epi.org.uk/wp-content/uploads/2020/02/EPI-Wellcome_CPD-Review__2020.pdf https://tdtrust.org/wp-content/uploads/2015/10/DGT-Summary.pdf	1,3, 6
Teacher Feedback to improve Learning	https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/	1,3,6
Improving standards in Literacy EYFS, KS1, KS2	https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf	1,3, 6, 7

	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, 6, 7

Targeted academic support

Budgeted cost: £13,400

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
Targeted 1:1 and small group interventions delivered by teacher and TA's	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1,3, 4,6 , 7
The curriculum is adapted and enhance 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://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/	1,3, 4, 6, 7
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

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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor and support families with attendance	https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/	2, 5
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
Greater involvement of parents and encouragement of parental support and engagement.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	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 (htafcfoundation.com)	2, 5
Monitor and support families with attendance	https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/	1, 2, 4

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, in order 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
Purple Mash Computing	Purple Mash

Ongoing reflective review

Date	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Autumn Term	DSLs updated vulnerable pupils list, including noting external agency support. Staff awareness of PP children within their classes.	DSLs aware of updated list – areas of need. All staff have updated individual and class profiles for their pupils. These will be updated each half-term to reflect the support which has been put into place for PP pupils.	27 children in school identified as having 'complex needs' – 19% of school population. Discussions with some staff around QFT and how children with moderate needs must first try and have their needs met by QFT in class.	Close monitor of these children, particularly where SEND and PP overlap. Ensure that records are updated each half-term by staff and that this information is monitored by PP lead and transferred to overview of PP children.
	Attendance of PP pupils . Review of attendance for the year 2020/21.	Letters sent to all those where attendance was under 95%	Needs monitoring carefully and closer inspection of why the children were off	Monitor each half-term and further letters and contact made where attendance has not improved. Look at https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance
	Data analysis of PP pupils .	Overview of PP pupils' attainment to show that majority of PP pupils are underachieving. No tracking of progress.	Urgent need for there to be a tracking system in place which will monitor and track progress for all pupils. Agreement on assessment tools and processes by all teaching staff. Assessment to be consistently used by all staff.	Monitoring of assessment to be shared with agreed by all staff . .
	Intervention of PP pupils .	Overview of PP pupils' attainment to show that majority of PP pupils are underachieving. No tracking of progress. Discussions around intervention of PP pupils and exploration as to where this can be increased to meet the needs of individual pupils.	An overview of where staff are available to support interventions further across the school. There is much needed, urgent work to be done around PP pupils. Including: Analysis of attainment and monitoring of progress Staff awareness of the urgency Evidence of support and provision for PP pupils, including targeted intervention Further involvement of parents.	Ensure interventions are pertinent to individual pupils. PP lead to research effective and targeted programmes which are available and effective, including parental engagement. Look at https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement#:~:text=It%20includes%3A,their%20children's%20learning%20activities%3B%20and

<table>
<thead>
<tr><th style="color:red">Pupil Premium Review with Alan Giles</th><th style="color:red">Full review of PP provision across the school.</th><th></th><th></th></tr>
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<tr>
<td>Teacher have all attended CPD from Teamworks about Excellent Teaching – 'activating hard thinking'. This will form a basis for all teacher's Performance Management this year.</td>
<td>While speaking to staff, many have chosen aspects linked to vulnerable children in class, such as scaffolding and increased use of targeted questioning.</td>
<td>From Typicality monitoring, in some classes there is a need for teachers to support low-ability (often PP) pupils through proven methods to increase independence and support task accuracy (e.g. scaffolding).</td>
<td>Training need for staff re: scaffolding.</td>
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<td>Attendance closely monitored – one family referred to EWO.</td>
<td>Some families of children with SEND/ eligible for PP to receive supportive letters to improve attendance (some have been on holiday during the term).</td>
<td>Some cases of success across school – increased attendance, families aiming to get children into school on time, parents using extended family support.

This highlights those children who have regular attendance absences each month but would not necessarily trigger as a persistent absentee.</td>
<td>Consider how we use Out Of School Club in raising standards – in attendance and in attainment.

Continue to monitor and highlight those children where attendance is a trigger</td>
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<td>Pupil Gap Monitoring system training by JS – all staff to assess pupils towards relevant year group curriculum, in an attempt to narrow gaps in learning.

TA timetables considered by AD and JM – interventions in place across school after half term.

TAs have all received Precision Teaching training from JS</td>
<td>From Typicality monitoring, several strategies are embedding in many classrooms – these are strategies shown to support children with SEND and those eligible for PP funding (e.g. use of scaffolding, small steps planning, explicit teaching of vocabulary).</td>
<td>Timetables are not always being followed by all members of staff. E.g. timings are not tight enough which means that some children are missing their interventions.</td>
<td>Urgency of timings of interventions to be expressed to all involved. JS to conduct TA meeting.</td>
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<tr>
<td>Intervention timetable for all classes have all been uploaded and shared on system. This identifies key pupils and the exact interventions which are taking place.

Book Look for non-core subjects. All included PP pupils.</td>
<td>All teaching staff have a regular programme of intervention for key children. Expectations to be shared with non-teaching staff.

Generally books are demonstration a higher quality of work which is being adapted/scaffolded for SEN and PP pupils. There is clear progression of the subjects within each class but also throughout the school.</td>
<td>Quality of work and provision is not always consistent in all subjects across the school. Identification of the use of higher level vocabulary for SEN/PP pupils has been established and the importance of including key language (which needs to be progressive throughout the school).</td>
<td>Reinforcement of key language through displays, knowledge organisers (which are referred to). Identification of key language to be used within the lessons to be made more explicit.</td>
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	Behaviour management from all staff.	Training need for some staff, in particularly lunch staff around children with SEN/PP/behaviour challenges that are escalated at lunch time.	Initial meeting to be organised with lunch staff in order to discuss children which are more of a challenge and strategies which can be implemented	Training from AD to be planned (dates currently being discussed) around positive behaviour management. Initial meeting – staff being more proactive and could highlight specific children. Further dates to be organised to look at more in depth strategies.
	Assessments – leading to data drop.	Some positives from data drop across school, although some 'set backs' - perhaps due to lack of confidence with assessment previous academic year. To monitor closely..	Attainment is still below floor standard at Bowling Green – in-class teaching strategies have shown marked improvements. To monitor: interventions? Confidence of assessment?	
	Attendance monitoring – each month. Ongoing attendance monitored for all pupils. Letters sent to families with poor attendance – many PP children.		Still some work needed with families around attendance issues.	
	JS liaised with Calderdale Mental Health Support Team – to begin supporting children and families in January. Food Bank and Lighthouse Christmas Gifts organised.	Families very appreciative of Christmas support.		
	Classroom book orders – books ordered for each classroom's reading area aiming for inclusive and increasingly diverse bookshelves.	To monitor impact of diverse books in classrooms		
Spring Term				
Summer Term				