

Pupil premium strategy statement 2022-23

School overview

Detail	Data
Number of pupils in school	147
Proportion (%) of pupil premium eligible pupils	22% (32 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mr J Stuttard
Pupil premium lead	Mrs A Deighton
Governor / Trustee lead	Mr P Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39, 793
Recovery premium funding allocation this academic year	£3, 770
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£43, 563

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 cultural 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. 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

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. This plan closely aligns with our Academy Improvement Plan 2022-23.

Challenges

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

Challenge number	Detail of challenge
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1	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments and observations indicate a significant gap in reading, writing and mathematics for the majority of our disadvantaged pupils. Between 75 and 100% of disadvantaged pupils are WTS in one or all three subject areas. 40% of our current disadvantaged Year 1 cohort made a GLD in Reception.
3	A high proportion (34% To change with new cohort) of our disadvantaged pupils also have SEND.
4	Almost 1/3 of our disadvantaged Pupils attendance is below 95% with 13 pupils taking holidays during term time.
5	Staff observations and pupil voice interviews highlight a lack of life experiences and home experiences for disadvantaged pupils. A number of our disadvantaged families have low parental engagement with regards supporting with reading, homework, accessing our learning platform etc.

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
Disadvantaged pupils are exposed to a wider range of vocabulary across all areas of the curriculum which will become embedded into their written and spoken work.	<p>Increased writing outcomes for disadvantaged pupils.</p> <p>Consistent approach to teaching vocabulary.</p> <p>Disadvantaged pupils will use Tier 2 vocabulary in their written and spoken work.</p> <p>Accelerated progress for children where oracy interventions have been implemented.</p> <p>Through careful monitoring, pupils will be observed using higher level vocabulary in both spoken and written work.</p>
To ensure disadvantaged pupils will make accelerated progress through quality first teaching and carefully planned interventions. The gap between disadvantaged and non-disadvantaged pupils will narrow in reading, writing and maths.	<p>Accelerated progress for disadvantaged pupils.</p> <p>Consistent use of interventions, which show carefully chosen and achievable targets..</p> <p>Data drops (termly) and moderation will identify progress of disadvantaged pupils.</p>
All pupils needs will be met through high quality teaching.	EEF 'five a day' will be introduced and embedded within all classrooms.

<p>Disadvantaged pupils, particularly those with SEND will make accelerated progress.</p>	<p>Lessons will be differentiated and adapted to ensure children’s needs are target. Specific interventions linked to individual children’s needs will be used consistently across the school in order that children can access appropriate support. There will be clear evidence of the gap being narrowed through learning walks, book looks and data drops. These will be ratified by our Academy Improvement Team during our ‘typicality’ weeks.</p>
<p>To improve the attendance of disadvantaged pupils, where this has dropped below 95%.</p>	<p>Clear pathway for contacting parents immediately where attendance drops below 95%. Attendance will be monitored regularly. Attendance for disadvantaged pupils, where attendance is below 95% will improve.</p>
<p>Disadvantaged pupils will have access to a wider range of experiences through an enriching curriculum and access to extra curricular activities. Opportunities to engage parents further will be provided.</p>	<p>Extra curricular clubs will be offered and supplemented to all disadvantaged pupils. Access to out of school provision to support parents of disadvantaged pupils. Coffee morning to further engage parents of disadvantaged parents in the use of our online learning platform and explore how ‘home experiences’ can be widened, e.g. free days out. Technology support for disadvantaged pupils. A wider range of visits and visitors will take place throughout the year to expose children to wider cultures and events and provide them with experiences beyond the classroom.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £15,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Improving standards in Literacy EYFS, KS1, KS2</p> <p>Book Club for PP children (+ Community Library for parents/carers)</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</p>	1, 2
<p>RWI training and development for all new staff and monitoring for all staff involved in RWI Programme</p> <p>Talk through stories training for relevant staff. This is to enhance the range of reading materials children are exposed to and develop the love of reading further.</p>	<p>https://www.ruthmiskin.com/media/filer_public/c5/55/c5551189-25bf-4cdb-99c5-284c0756dd3d/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviiibh.pdf</p> <p>https://talkthroughstories.com/</p>	1,2,5
<p>Enhancement of our maths teaching and curriculum planning in</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in</p>	1, 2

<p>line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Pupil Progress data is used to support future teaching and intervention</p>	<p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/</p>	1, 2
<p>'Five a day' principles to be introduced and used consistently across the school to ensure the needs of all learners are met.</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</p>	1,2, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18,802

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted 1:1 and small group interventions delivered by teacher and TA's</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	1, 2,5
<p>Enhance use of new school assessment and tracking system through CPD for assessment lead and all</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p>	

other relevant staff. Development of formative assessment.		
Use of provision maps via Edukey and Arbor to track and monitor progress of SEND and disadvantage pupils.	https://edukeyapp.com/ https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1, 2, 3
School led tutoring by two experienced and trained tutors	https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring	1, 2, 3

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

Budgeted cost: £8,861

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tracking and monitoring of attendance. Early intervention and referrals to EWO, where appropriate.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	2, 4,5
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2, 5

improving behaviour across school.		
Funding of Out of School Club and Milk in KS1. Provision of uniform. Inclusion in paid-for out of school activities. Expert teaching to increase cultural capital and personal development, including visitors into school	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/	2,4, 5
To improve parental engagement through coffee mornings and support with online learning platform and technology. Purchasing of further IT equipment to support with this.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2,4,5

Total budgeted cost: £43, 563

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was significantly lower than non-disadvantaged pupils. The impact of Covid-19 had further widened this gap in 2020-21. Despite this narrowing and being actively targeted, this has still not narrowed enough. There were gaps in reading, writing and maths. Our focus was to ensure high quality teaching was taking place across the school, that timely, flexible and relevant interventions were planned into daily activities and that training for staff was provided. These were reviewed and tracked carefully.

Our tracking and assessment systems needed to be enhanced further, with a more effective way of tracking progress as well as attainment. The purchase of a new assessment system and tracking system for pupils with SEND (as there is a large cross over between our disadvantaged and SEND pupils is large) on top of this has meant all staff are clear about individual children's needs. This is still relatively new however has already enabled subject leaders to be able to track progress and attainment for all pupils and identify gaps more easily.

Although overall attendance in 2021/22 was not of major concern overall, a number of our disadvantaged pupils were persistently absent. Much work was done to track and monitor then intervene, where appropriate. This led to the attendance of most disadvantaged pupils being raised, in some individual cases, this was significant. Systems to track attendance are much more robust and good attendance is celebrated. The impact of this is that we have a much lower rate of persistent absentees, particularly from disadvantaged families. However, holidays during the summer term led to 1/3 of our pupils with attendance below 95% are still from disadvantaged families.

Relationships between parents and disadvantaged pupils remains good, in the main however, there is still a lack of engagement from some of our disadvantaged families with regards to supporting home learning, accessing our online learning platform and attending events such as parents' consultation evenings without being reminded. Good use has been made of supporting children with additional activities before and after school, including our 'Kid's Club' and holiday clubs throughout the school holidays, including summer. however, there is still a gap in the range of activities these families are exposed to.

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

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Targeted academic support within class, support for additional visits and trips (1 pupil)
What was the impact of that spending on service pupil premium eligible pupils?	Increased academic performance in all areas.

Ongoing reflective log

Date	Actions & Activities	How What impact measures can you report?	Lessons learned	Next steps
Autumn				
Spring				
Summer				