

Pupil premium strategy statement 2022-23

This statement details Bowling Green Academy's use of pupil premium 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	147
Proportion (%) of pupil premium eligible pupils	24% (35 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	Sept 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 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	£43,563

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. 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

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
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 (51%) 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>

<p>All pupils needs will be met through high quality teaching. Disadvantaged pupils, particularly those with SEND will make accelerated progress.</p>	<p>EEF 'five a day' will be introduced and embedded within all classrooms. 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: £17,300

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>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</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_xbviihb.pdf</p> <p>https://talkthroughstories.com/</p>	1,2,5

reading materials children are exposed to and develop the love of reading further.		
<p>Enhancement of our maths teaching and curriculum planning in 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 DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in 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>	1, 2
Pupil Progress data is used to support future teaching and intervention	https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/	1, 2
Five a day principles to be introduced and used consistently across the school to ensure the needs of all learners are met.	https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes	1,2, 3

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

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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, 2,5

Enhance use of new school assessment and tracking system through CPD for assessment lead and all other relevant staff. Development of formative assessment.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-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

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

Budgeted cost: £11,435

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	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2, 5

<p>our school ethos and improving behaviour across school.</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>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/</p>	<p>2,4, 5</p>
<p>To improve parental engagement through coffee mornings and support with online learning platform and technology. Purchasing of further IT equipment to support with this.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2,4,5</p>

Total budgeted cost: £ 44,370

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 2021 to 2022 academic year.

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 (optional)

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.

Further information (optional)

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Date	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Sept	<p>Oracy CPD for teaching staff led by English Lead</p> <p>5-A-Day training for class teachers.</p> <p>Talk Through Stories introduced into Y1-3</p> <p>Organisation of extra curricular clubs</p> <p>Attendance reviews each month</p>	<p>Huge focus on vocabulary and oracy across all classes. Exposure to vocab, expectations to use and Flashbacks embedding learning. Pupil Voice conducted by Tom Andrews showed children using vocabu</p> <p>Teachers could identify many strategies being used within class already but sharing and discussing enabled staff to identify gaps as well as being more aware of the concept.</p> <p>Increased love of reading – ch wanting to join in.</p> <p>Exposure to new vocab.</p> <p>Many more clubs on offer – Sports, Jumping Clay, Choir. Cost kept to minimum, some offered free of charge.</p> <p>Close monitoring of attendance with swifter intervention for highlighted children.</p>	<p>Ensure consistent use of strategies implemented by all.</p> <p>Many strategies in place but some need a tighter focus, e.g. scaffolding strategies.</p> <p>Is this being used consistently</p> <p>Who is attending/are we offering enough.</p> <p>Early on in the year shows triggers for under 90% for only a few days.</p>	<p>Further training at staff meeting. Look at links to NC.</p> <p>Provide training for TAs.</p> <p>Review with KS1/EYFS team during Spring 1 for impact.</p> <p>Review clubs attended by PP children.</p> <p>Send under 90% letters at end of Aut 1 and under 96% at the end of Aut 2.</p>

October	<p>Identification of children shared with all staff and class profiles organised.</p> <p>School-led tutoring organised and set up for after the half-term.</p> <p>Visits from Equilibria (Muslim Workshop) and from local United Reform Church to deliver workshops.</p> <p>My Voice Matters programme</p>	<p>Timetable of tutoring timetable organised, parents contacted. Planning time for tutors provided and resources provided</p> <p>50% of the children identified are PP.</p> <p>Enrichment opportunities for all children- year groups where higher levels of PP all received workshops and will be targeted for further workshops.</p> <p>Targeted specific year group where there are 9 (38%) PP children. Provided further enrichment opportunities.</p>	<p>How many PP children are being targeted?</p> <p>Consistent paperwork.</p> <p>Collection of evidence to show impact</p> <p>Really positive feedback from staff, leads of MVM and children.</p>	<p>How will impact be measured.</p> <p>Monitoring of paperwork and impact during Spring 1</p> <p>Collect evidence after future events as well as verbal feedback from children.</p> <p>Y4 to continue with programme, including Forest School</p>
November	<p>Parent coffee afternoon.</p> <p>SMART Move assembly and identification of vulnerable families.</p>	<p>12 families attended and provided positive feedback. Following on from the meeting, a number of parents accessed support or contacted for further information.</p> <p>Vulnerable families list sent to SMART Move to enable hampers for Christmas.</p>	<p>Were there any other families who could have benefitted?</p> <p>Are there any families who are not PP who would benefit from receiving hampers</p>	<p>Additional coffee afternoon during Spring Term with invitations from external agencies.</p> <p>Discuss eligible families next time hampers become available.</p>
December	<p>Clubs – attendance of PP children</p>	<p>4 PP children from Y4 cohort. Children attended Christmas singing event in Elland organised by Rotary Club (community links)</p> <p>We have a small number of children in each club who</p>	<p>How can we encourage more pupils to attend?</p>	<p>Offer free places to more PP children in Spring Term</p>

		are PP. Some are free and some are paid. We also support particularly vulnerable families through free attendance at OOSC. This has been well-received.		
Spring	<ul style="list-style-type: none"> • 5-A- Day Training rolled out to support staff. • Typicality visit from SIP team, incl Amanda Bennett • Review of PP plan and incentives • Review of 5-A- Day from teaching staff • Coffee afternoon with visit from Elland Children Centre (ECC) Staff 	<p>Support staff had good, extensive knowledge of examples of how the principles were being implemented. Feedback showed staff felt valued and were glad to be involved.</p> <p>Lots of positives, in terms of whole-class teaching and accelerated progress for many pupils. 5-A-Day could be seen</p> <p>As part of the SIP visit, PP review took place. Good feedback about PP ambition and knowledge. Good links between SEN and PP with effective interventions taking place across.</p> <p>Staff feedback identified many strengths and strategies that are working within their classrooms.</p> <p>Positive feedback from parents attending. Excellent support from ECC staff with a wide range of support available.</p>	<p>TAs requested further opportunities to meet and share good practice.</p> <p>Feedback shared with staff to look at successful strategies which could be shared/rolled out across school.</p> <p>Case studies for individuals/groups to be created for quick overview of strategies and impact.</p> <p>Some strategies need rolling out further within all classes.</p> <p>Raised awareness of what is available for families and individuals.</p> <p>Low attendance – more reminders given for next coffee pm.</p>	<p>Allocate time</p> <p>Where there are gaps, support staff in ensuring strategies are implemented successfully.</p> <p>Identify and create selective Case Studies for SOME PP children and groups.</p> <p>Continue to monitor and review strategies and the impact which they are having.</p> <p>Further Coffee Afternoons to be organised with more reminders for parents.</p> <p>More rigorous intervention at the</p>

	<ul style="list-style-type: none"> Continuous rigorous attendance monitoring 	<p>There has been a reduction in the persistent attendance overall for PP families. Further monitoring of attendance shows there are still a small number of PP families where attendance is poor.</p>	<p>Early intervention where families of concern are not in school.</p>	<p>earliest stage for PP families where attendance has been raised as a concern.</p>
Summer				