

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|---------------------|
| Number of pupils in school | 151 |
| Proportion (%) of pupil premium eligible pupils | 21% (31 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2023 - 2024 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Mr J Stuttard |
| Pupil premium lead | Mrs S Hollingsworth |
| Governor / Trustee lead | Mr P Miller |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | £45, 534 |
| Recovery premium funding allocation this academic year | £4, 640 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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.</i> | £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> | £50, 174 + £2, 092.50 School-led tutoring grant |

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 to progress to their next stage of education. Our Pupil Premium Strategy is informed by high-quality research and a rich knowledge of our children and local community to ensure we provide best possible strategies to improve the educational outcomes for 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. 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/carers 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 and improving behaviour 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 2023-24.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Rich experiences outside of school for some children are limited which leads to children lacking prior knowledge and vocabulary to access the curriculum. |
| 2 | <p>Children with disadvantaged backgrounds do not reach the age-related expectation as often as those from non-disadvantaged backgrounds in Maths and English (including spoken English).</p> <p><i>EYFS Word Reading non-PP 89% (PP 33% (out of three pupils))</i> <i>EYFS Comprehension non-PP 83% (PP 33% (out of three pupils))</i> <i>EYFS Writing non-PP 83% (PP 33% (out of three pupils))</i> <i>EYFS Number non-PP 89% (PP 67% (out of three pupils)).</i></p> <p><i>Year 1 Phonics non-PP 92% (PP 86% (out of seven pupils)).</i></p> <p><i>Year 2 Reading non-PP 95% (PP 25% (out of four pupils))</i> <i>Year 2 Writing non-PP 85% (PP 25% (out of four pupils))</i> <i>Year 2 Maths non-PP 100% (PP 25% (out of four pupils))</i> <i>Year 2 Combined non-PP 85% (PP 23% (out of four pupils)).</i></p> <p><i>Year 6 Reading non-PP 94% (PP 75% (out of four pupils))</i> <i>Year 6 Writing non-PP 89% (PP 50% (out of four pupils))</i> <i>Year 6 Maths non-PP 94% (PP 50% (out of four pupils))</i> <i>Year 6 Combined non-PP 89% (PP 25% (out of four pupils)).</i></p> |
| 3 | Sometimes, pupils across school (particularly those with vulnerabilities) are not lack confidence in their own ability and/or independent knowledge of strategies to tackle challenge when learning becomes difficult. |
| 4 | <p>A high proportion of disadvantaged children at Bowling Green have SEND.</p> <p><i>30 children (out of 151 pupils) have SEND. Of these 17 children are eligible for Pupil Premium funding.</i></p> |
| 5 | <p>For some children eligible for Pupil Premium funding, behaviour and attendance is, on some occasions, not in-line with the 'Outstanding' behaviour of their peers.</p> <p><i>Attendance PP eligible – 92.9%</i> <i>Attendance not PP eligible – 96.4%</i></p> <p><i>Last year, less children eligible for PP funding achieved 'KITE rewards' for exceptional behaviour when compared to non-PP eligible peers.</i></p> |

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 |
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| <p>To provide rich experiences to children, which will improve curriculum prior knowledge, vocabulary and access to the curriculum.</p> | <ul style="list-style-type: none"> • Teachers and subject leaders have promoted future opportunities across the curriculum. This includes visits, visitors, extra-curricular clubs and experiences • Teachers and leaders has embedded children’s understanding of aspirational figures, including those who have faced adversity or disadvantage, and those whose character is ‘worthy of being shared with others’ – this includes opportunities to ensure that all children see themselves in the curriculum • High-quality interactions between all staff and children are well embedded-linked to the EEF Metacognition document • Extra-curricular clubs uptake for all disadvantaged pupils – attendance at clubs is in-line with non-disadvantaged peers. • Families have been signposted to experiences within the community which pupils will benefit from (via Coffee Mornings, Newsletters, etc.) • A wider range of visits and visitors has taken place throughout the year to expose children to wider cultures and events and provide them with experiences beyond the classroom. |
| <p>To narrow the educational gap in Mathematics and English (including spoken English)</p> | <ul style="list-style-type: none"> • Teachers will make specific differentiated adaptations to meet the needs of disadvantaged pupils • Learning by Questions has allowed teachers a clear understanding of specific gaps in knowledge for disadvantaged pupils, which have then been specifically targeted • Specific interventions (and recording) linked to individual children’s needs are used consistently across the school in order that children can access appropriate support • Progress for disadvantaged pupils is at least in line with their peers • IEP targets are ‘SMART’ and, over time, achieved consistently. |

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| <p>For children to develop confidence in their own ability and/or independent knowledge of strategies to tackle challenge when learning becomes difficult.</p> | <ul style="list-style-type: none"> • Training linked to ‘Making the best use of Teaching Assistants’ EEF guidance report as well as the EEF document ‘Teacher habits that support independence’ has increased staff confidence to support disadvantaged pupil achievement and progress • The profile of KITE Values Independence and Tenacity can be well discussed by vulnerable pupils, and they recognise how specifically taught strategies have helped them achieve • ‘Preparation for Adulthood’ has been utilised by teachers and leaders for pupils with high levels of need. |
| <p>To improve the attendance of children eligible for Pupil Premium funding</p> | <ul style="list-style-type: none"> • Information about the importance of good attendance has been shared across the year, often targeted vulnerable families specifically at the start of the year and continually • Specific attendance case studies show the impact on certain families/pupils about improved attendance • Further work with families (and Calderdale Educational Welfare team) about ‘attendance missed’ has shown positive impact. |

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: £31, 174

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Embed Read Write Inc. to secure stronger | Bowling Green Academy has several new staff members who require training and updates in Read Write Inc. | 2, 3, 4 |

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| teaching for all pupils | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics – Toolkit Strand | |
| Begin and embed Learn by Questions in Upper Key Stage 2 | At Bowling Green, children who scored the highest in KS2 Maths assessments scored highly in arithmetic paper. To support arithmetic skills in UKS2. Learn by Questions is an online tool, linked to White Rose Maths and the Writing curriculum (SPAG test). Each pupil has a device and a series of AI-generated questions for each lesson. Positive effects on attainment, particularly in Maths, were found in: Using Digital Technology to Improve Technology: evidence review | 2, 3, 4 |
| To work with Maths Hub to develop Maths mastery | 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 KS1 and KS2 Bowling Green Academy's Maths Leader and signposted teachers to continue CPD through mastery leads. The EEF guidance is based on a range of best available evidence – to be shared through How To... bespoke Bowling Green guides. Improving Maths in Key Stages 2 and 3 | 2, 3, 4 |
| Embed coaching to support professional development | Coaching support can be provided by either internal staff or external specialists, with successful examples of both approaches emerging in EEF-funded evaluations of promising programmes. Effective Professional Development | 2, 3, 4, 5 |
| Prioritise CPD to enhance workforce | CPD linked to Pupil Premium Strategy and AIP this year, including metacognition (tenacity) and independence for children with SEND. A large body of evidence, including EEF evaluations, shows the benefit of high-quality, up-front training for teachers. Collaboration with Great Heights Research School to enhance Teaching Assistant training linked to Making the Best Use of Teaching Assistants , as well as Effective Professional Development | 2, 3, 4, 5 |
| Embedding of the use of metacognition strategies – linked to 'tenacity' KITE Value | The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are | 2, 3, 4 |

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| | <p>more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>EEF Evidence Summary – Metacognition and Self-regulation</p> | |
| <p>To continue to embed Talk Through Stories in R, Y1 and 2 to support language development</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. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>EEF Evidence Summary – Oral language interventions</p> | 1, 2 |
| <p>Strategic deployment of trained TAs to ensure priority pupils are supported in class – linked to AIP target on developing independence for all children.</p> | <p>Strategic deployment of TAs is important to ensure priority pupils are supported and that the role has maximum impact. SLT will ensure TAs are fully prepared for their role and work within the research informed EEF guidance report.</p> <p>EEF Guide – Deployment of Teaching Assistants</p> | 3, 4 |

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

Budgeted cost: £9, 500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------|---|-------------------------------|
| School-led tutoring | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils of those falling behind. Delivered one-to-one or in small groups – at Bowling Green Academy, this is by trained HLTAs who follow planning from class teachers.</p> <p>One-to-one tuition</p> <p>Small group tuition</p> | 2, 3, 4, 5 |
| NELI in Reception | <p>NELI has been found to improve children's language and early literacy skills. The programme involves a</p> | 2, 4 |

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| | <p>trained teaching assistant providing short, small group and individual teaching sessions to around 3-6 pupils for 20 weeks. Robust evaluations found NELI children made on average three months of additional progress in language.</p> <p>Nuffield Foundation</p> | |
| Teaching Assistant / Learning Support Assistants | <p>1:1 and small group interventions are more effective than working in larger groups. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks.</p> <p>Phonics – Toolkit Strand</p> <p>Small group interventions are effective in addressing misconceptions and gaps in learning.</p> <p>EEF Guide to Supporting School Planning</p> | 2, 3, 4 |
| Use of diagnostics to identify barriers to learning, support targeted teaching and where required SMART IEP targets | <p>At Bowling Green Academy, pupil numbers with SEND is above national average and pupils with EHCPs is significantly above national average. Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths and weaknesses. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p> <p>Diagnostic Assessment Tool</p> | 2, 3, 4 |
| Additional resources to support pupils with SEND. | <p>At Bowling Green, pupils with SEND and pupils eligible for PP overlap significantly. Research suggests teaching strategies that teachers should consider for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils:</p> <ul style="list-style-type: none"> • Flexible grouping • Cognitive and metacognitive strategies • Explicit instruction • Using technology to support pupils with SEND • Scaffolding <p>Special Educational Needs in a Mainstream School</p> | 2, 3, 4 |

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| | Additionally, the EEF's Seven-step planning tool for modelling independence training , via Great Heights Research School. | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9, 500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------|--|-------------------------------|
| Trips, Visits and Experiences | <p>Linked to our AIP target for Personal Development and character-enhancing experiences, research shows the impact that a reduced opportunity for home learning (educational, trips and visits) has on future outcomes.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. Wider benefits, such as more positive attitudes to learning and increased wellbeing, have also consistently been reported.</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Sutton Trust: what promotes better achievement for bright but disadvantaged students?</p> <p>EEF – Arts participation EEF – Outdoor Adventure Learning</p> | 1 |

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| <p>Breakfast Club, Milk and Uniforms</p> | <p>At Bowling Green Academy, we know that Breakfast Club (and after-school clubs) can help vulnerable families continue to work and/or work longer hours. We also know that play-based activities (such as Kids' Club) has supported children's oracy, imagination and participation in social circles.</p> <p>Additionally, research carried out by the Education Endowment Foundation shows the impact on breakfast clubs on attainment. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p>EEF – Magic Breakfast</p> | <p>1</p> |
| <p>Book Club</p> | <p>Last year, our Book Club – buy books for children eligible for children from disadvantaged backgrounds have a positive impact on children's enjoyment for reading. This, alongside our community adult library, is supporting our work to engage families in reading.</p> <p>The DfE's Reading for Pleasure evidence highlights a positive link between reading at home and reading assessment scores (PISA, 2009), as well as reading pleasure in later life (Clark and Rumbold, 2006) and emotional confidence (Clark and Rumbold, 2006).</p> <p>DfE – Research evidence on reading for pleasure</p> | <p>1, 2, 5</p> |
| <p>Attendance support</p> | <p>As stated above, at Bowling Green Academy, pupils eligible for Pupil Premium funding have lower attendance on average than their non-PP peers: <i>Attendance PP eligible – 92.9%; Attendance not PP eligible – 96.4%</i>.</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small</p> | <p>5</p> |

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| | <p>improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>EEF – Attendance Interventions</p> | |
| Parental engagement | <p>As a smaller-than-average community school, Bowling Green Academy continues to foster excellent relationships with families – this is part of our AIP this year. Evidence from the EEF shows that effective parental engagement can lead to learning gains of 3 months + over an academic year.</p> <p>Working with parents to support children's learning</p> | 1, 5 |
| Social and Emotional Support including mental health and wellbeing support | <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF – Guidance Report SEL</p> | 3, 4, 5 |

Total budgeted cost: £50, 174

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2021/22 we used current educational research to shape our Pupil Premium offer in line with EEF findings. We invested funding through our CPD offer into further developing teacher pedagogy in line with the EEF Literacy, Mathematics, Behaviour, Metacognition and Pupil Premium report in order to maximise Quality First Teaching.

Funding was used, in-line with our Academy Improvement Plan (AIP), to further strengthen Bowling Green Academy's curriculum offer, further develop teaching and learning strategies for children with SEND and who are vulnerable, and to promote children's oracy, vocabulary and communication. Our AIP targets were robustly monitored and evaluated positively. The aims were that all children, including those eligible for Pupil Premium funding, were able to reach their full potential.

In Year 6, attainment data showed that pupils eligible for Pupil Premium funding at Bowling Green Academy significantly outperformed their peers across Calderdale.

| | Bowling Green PP% | LA PP % | Bowling Green PP progress score | LA PP progress score |
|----------|-------------------|---------|---------------------------------|----------------------|
| Reading | 91% | 63% | + 3.1 | + 0.21 |
| Writing | 82% | 54% | + 0.7 | - 0.04 |
| Maths | 86% | 58% | + 1.4 | -0.18 |
| Combined | 77% | 44% | | |

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|---------------------------------|---------------------------------|
| NELI | Elkan-OUP |
| White Rose Maths + Numberstacks | White Rose Maths + Numberstacks |
| Read, Write, Inc. | Ruth Miskin |

Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
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| The impact of that spending on service pupil premium eligible pupils |
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Ongoing reflective review 23/24

| Date | Intended Outcomes | Action & activities | How? What Impact Measures can you report? | Lessons Learned | Next Steps Challenge |
|--------------------|--|--|--|--|---|
| Autumn Term | To Provide Rich experiences to children, which will improve curriculum prior knowledge, vocabulary and access to the curriculum. | <p>Assemblies timetabled with aspirational figures as a focus – some assemblies already delivered.</p> <p>Aspiration week carried out on 16/10/23 - visitors invited in.</p> <p>Aspirational British figure selected by each class for Black History Month and classes are starting to work on this.</p> <p>Aspiration Week held in school – 22 workshops and class visits from careers and inspirational people</p> | <p>Classes have a planned opportunity for an experience outside of school to enhance their experiences.</p> <p>Children learn about aspirational figures to widen their knowledge for who and what they could be in the future.</p> <p>Opportunities for children to learn about different occupations.</p> <p>Opportunities for children to learn about British people who have overcome adversity and hardships.</p> <p>Overwhelmingly positive impact from children who spoke, in all classes, about learning a lot from the week – both in terms of achieving, planning ahead, further education and about optional careers ahead of them.</p> | <p>Planning early ensures all classes have the visits they want linked to curriculum areas.</p> <p>Delivering aspirational figures through assemblies ensures all children have the same teaching. 'Follow up' activities possibilities in class.</p> <p>A range of people with different occupations invited in to speak to the children.</p> <p>Teachers offer a range of activities for children to learn.</p> <p>Teachers and Leaders to continue aspirational and careers info. throughout the year – linked to subject leadership.</p> | <p>Organise visits for classes yet to book.</p> <p>List aspirational figures to avoid repetition and ensure a range of backgrounds.</p> <p>Follow up work.</p> <p>All classes present aspirational figure in assembly dedicated to this.</p> <p>Adapt How To Teach... guides to promote later learning and future employment opportunities.</p> |
| Autumn Term | For each children to develop confidence in | INSET day preparations – target shared and brief introduction to stages of supporting | Staff at all levels aware of the school focus' for the year, liked to vulnerable pupils. | Although all supportive, some staff question levels of independence that could be achieved – | Further CPD and monitoring. Contact Jess at Research School to |

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| | <p>their own ability and / or independent knowledge of strategies to tackle challenge when learning becomes difficult.</p> | <p>independence graphic. To teachers and TAs.</p> <p>KITE Values focus during the first week back at school – one per day – also through assemblies.</p> <p>Learning by Questions trial period started in UKS2 – linked to Pupil Premium strategy and assessment.</p> <p>SENCO met with all class teachers to discuss ‘smartening’ IEP targets with some support for fine-tuning how targets could be adapted to encourage independence, particularly for children with EHCPS</p> | <p>Children re-engaged with KITE Values of school, with particular focus on independence and tenacity, e.g. Lily Parr (female football) as our ‘aspirational person of the month’</p> <p>In short window, some children excelling with challenge online, and others having needs closely targeted through ongoing AfL.</p> <p>Children with SEND (including high-level of need/EHCP) have appropriate targets that can be met independently. Parent meetings shared further for home-school supportive relations.</p> | <p>to monitor following further training.</p> <p>Children confident with KITE Values – they are well-embedded at Bowling Green. Further work to distinguish between Independence and Tenacity?</p> <p>Positive impact so far.</p> <p>Possibly further training needed with SMART targets – when the focus is a target to achieve independently.</p> | <p>assess offer for Teachers and TAs?</p> <p>Further work to distinguish between Independence and Tenacity?</p> <p>Agenda item during SLT during autumn term regarding impact of LbQ.</p> <p>Further training before next IEP review/ meeting.</p> |
| Autumn Term | | <p>Typicality monitoring visit was positive, in terms of raising independence. Reading confidence and curriculum was a real strength across school. Pupil interviews showed that children know strategies to achieve independently. Some children – specifically those with EHCPs/ complex needs – still to focus on, particularly in Maths.</p> <p>Jess Mellor (Research School) booked in to work with Teaching Assistants. And staff (December 23)</p> | <p>Positive impact – reading and phonics curriculum offers are strong, and independence encouraged and explicitly taught strategies.</p> | <p>Reflections on Maths for children with EHCPs/ complex needs –</p> <p>New approach to setting targets. Using ready to progress criteria (discussion) Maths staff meeting.</p> | <p>SENCO and Maths Leader to deliver staff training to teachers during autumn 2.</p> |
| Autumn Term | <p>To improve the attendance of children eligible for Pupil</p> | <p>Parents, Carers contact – letters sent home.</p> | <p>Attendance is monitored closely.</p> | <p>Regular parental contact via email, Seesaw , phone and letters.</p> | <p>Parents afternoon and regular meeting with PP Parents to give support.</p> |

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| | Premium funding | Teachers made aware and names highlighted on the register. | | | Linked to challenge 3 and 4 |
| | | School-led tutoring organised and set up for after the half-term. | children identified with PP 33% | Some targeted tutoring not working – need reassessing. | Monitoring of paperwork and impact during Spring 1 |
| Spring Term | To Provide Rich experiences to children, which will improve curriculum prior knowledge, vocabulary and access to the curriculum. | Continued with Tuesdays Assemblies timetabled with aspirational figures as a focus – See assembly rota for spring term Planned opportunities throughout the year to focus on aspirational figures, e.g. Black History Month, Neurodiversity Week, LGBT Month Reading texts are diverse and cover a range of genre which include famous personalities and scientists. 'Fred is Teaching ' Pupil Premium 'book club' books shared – linked around aspirational characters from stories known to classes (or, for younger children, vocabulary and emotional regulation development). | Children enjoy learning about aspirational figures and talk about what they have learnt in class Teachers incorporate careers into their teaching of different subjects and encourage children with a special talent to pursue their interests. Children are realistic about the career path they need to take in order to succeed. Children have a book which they wouldn't have before. Children excited about receiving a book. | This should continue throughout the year as it is having a positive impact. Teachers aware to use a variety of texts – Fred's teaching' and assemblies It is beneficial for children to get this from school as not households will have these aspirations | To plan Summer assemblies Link to Science week – summer term Continue to monitor progress. |
| Spring Term | For each children to develop confidence in their own ability and / or independent knowledge of strategies to tackle challenge when learning becomes difficult. | JS met with Teaching Assistants following Jess Mellor's messaging and training. Two new TAs have been assigned a 'buddy' to shadow and observed best practice scaffolding support and ask for advice (as well as general support being new-to-school). | TAs more confident using the language of seven step model. Can see some challenges but also positive about trialling new strategies and sharing. Positive impact for new starters and establishing expectations of TA at Bowling Green. | More regular meetings would allow further professional dialogue. Timing for observations might be an issue. | Further develop triads; maintain professional dialogue from TAs. Repeat these internal observations – pass ownership onto TAs to arrange in practice of professional development. |

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| | | <p>Pupil Progress meetings completed from autumn data – some additional evidence/ book looks from pupils with SEND/PP shared throughout discussions.</p> <p>During subject leader sharing staff meeting, focus on metacognition in subject-specific domains ('what is metacognition in geography? What is in PE?')</p> <p>SLT core book look monitoring, SENCO reviewed provision in place for children with EHCPs and interventions.</p> | <p>Less experienced teachers are gaining confidence to discuss progress and strategies ('the why') of support in place for the most vulnerable pupils.</p> <p>At the moment, subject leaders are reflecting on this. Amended How To guides... for assessment.</p> <p>Significant progress in many areas of metacognitive practice across school as a result of such focus. Particular gains in curriculum design and in pupil knowledge and behaviours.</p> <p>Some exemplary proactive uncovered and shared. Some further support required for some EHCP targets (most often around emotional regulation).</p> | <p>Children with EHCPs (PP) continue to be well supported. Teachers lacking in confidence with appropriate progress / age-expectations in emotional understanding/PSED.</p> | <p>SENCO to review during summer term</p> |
| <p>Spring Term</p> | <p>To narrow the educational gap in Mathematics and English (including spoken English)</p> | <p>Maths Lead has trialled and 'rolled out' what our Maths curriculum offer looks like for children working significantly below year-group expectations.</p> <p>School-led tutoring organised and set up and running</p> <p>IEP meetings held in January to discuss progress and targets</p> <p>Simple view of reading, writing and communication-completed in order to identify the gaps and</p> | <p>Recovery maths curriculum in place for two children.</p> <p>22 children 5 PP 23%</p> <p>Teachers and TA aware of pupils targets – adaptive teaching and interventions in place</p> | <p>This is having an impact on the progress these children are making in maths.</p> <p>Further meetings held at the start to discuss interventions and update the register. Consistent paperwork.</p> <p>Review targets regularly as some targets can be achieved in less than a term</p> | <p>Monitor progress summer term</p> <p>Regular meetings with tutor to check progress</p> <p>Review targets in summer</p> |

| | | <p>put interventions to narrow the gap.</p> <p>Typicality visit from SIP team, Dani and Jimmy</p> <p>Clubs – see below</p> | <p>Lots of positives, in terms of whole-class teaching and accelerated progress for many pupils – Maths and English and Science and Art Deep Dive.</p> | <p>Feedback shared with staff to look at successful strategies which could be shared/rolled out across school.</p> | <p>Where there are gaps, teachers and support staff in ensuring strategies are implemented successfully.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------|---|--|---|---|---|------------------|------|--------|------------|---------------------|-----|-----|-----|-------|-----|-----|-----|--------------|----|-----|-----|----------------------|-----|----|-----|---------------|-----|-----|-----|------------|-----|----|-----|------------|-----|-----|-----|
| Spring Term | <p>To improve the attendance of children eligible for Pupil Premium funding</p> | <p>Phone calls and letters have been send to relevant pupils</p> <p>Continuous rigorous attendance monitoring</p> | <p>There has been a reduction in the persistent attendance overall for PP families. But there is a concern about a small number of PP families where attendance is poor.</p> <p>(Y5, Y4)</p> | <p>Early intervention is needed.</p> | <p>To raise the concern and monitor</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring Term | <p>Club Participation Spring Term 2023-24</p> <table border="1"> <thead> <tr> <th>Name of Activity</th> <th>PP %</th> <th>SEND %</th> <th>Combined %</th> </tr> </thead> <tbody> <tr> <td>School Led Tutoring</td> <td>22%</td> <td>26%</td> <td>26%</td> </tr> <tr> <td>Choir</td> <td>15%</td> <td>11%</td> <td>19%</td> </tr> <tr> <td>Jumping Clay</td> <td>6%</td> <td>19%</td> <td>25%</td> </tr> <tr> <td>KS1 Glow in the Dark</td> <td>25%</td> <td>7%</td> <td>25%</td> </tr> <tr> <td>KS2 Dodgeball</td> <td>35%</td> <td>15%</td> <td>35%</td> </tr> <tr> <td>KS2 Hockey</td> <td>18%</td> <td>9%</td> <td>18%</td> </tr> <tr> <td>Kids' Club</td> <td>23%</td> <td>24%</td> <td>29%</td> </tr> </tbody> </table> | | | | | Name of Activity | PP % | SEND % | Combined % | School Led Tutoring | 22% | 26% | 26% | Choir | 15% | 11% | 19% | Jumping Clay | 6% | 19% | 25% | KS1 Glow in the Dark | 25% | 7% | 25% | KS2 Dodgeball | 35% | 15% | 35% | KS2 Hockey | 18% | 9% | 18% | Kids' Club | 23% | 24% | 29% |
| Name of Activity | PP % | SEND % | Combined % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Led Tutoring | 22% | 26% | 26% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Choir | 15% | 11% | 19% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Jumping Clay | 6% | 19% | 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS1 Glow in the Dark | 25% | 7% | 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS2 Dodgeball | 35% | 15% | 35% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS2 Hockey | 18% | 9% | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kids' Club | 23% | 24% | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Summer Term | <p>To Provide Rich experiences to children, which will improve curriculum prior knowledge, vocabulary and access to the curriculum.</p> | <p>Out-of-school achievements and experiences shared with pupils and parents via seesaw.</p> <p>Year 6 children trained as play leaders.</p> | <p>Children enjoy sharing these not just with class but beyond school</p> <p>Sessions led by Sports Coach and PE Leader – focus on empathy and kindness, and also inclusivity.</p> | <p>These sessions for Year 6 children will increase their self-esteem and readiness for secondary school. They are gaining key skills that will prepare them for the next stage in their education. Many children have developed further their empathy,</p> | <p>Consider how to evidence some of the increased personal development work we have done this year. JS to contact Brooksbank for timetables and floor plans – further preparation for secondary school. To work with transition leader around Y7 opportunities to develop</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | |
|--------------------|--|--|---|---|--|
| | | Mental health support team at Northpoint Transition workshops with year 6 parents arranged | CAMHS specialist sessions will support our children's readiness for secondary school. Positive sessions. | understanding and emotional resilience. | character and showcase the high levels of independence primary children can have (and should continue to have). |
| | Typicality – AIP focus | Peace Ambassador training Wellbeing Ambassador training through MHST. | Children from Ks2 attended the training. 1 day was spent with Jodie training. | Wellbeing ambassadors to start in September. | Capture this on Seesaw. Communicate with parents. |
| Summer Term | For each children to develop confidence in their own ability and / or independent knowledge of strategies to tackle challenge when learning becomes difficult. | Staff focus on describing steps to support the children's independence. Staff meeting review of 'how far we've come this year' plus 'where to still go' | Tell me Show me' exemplified by staff contributions during these conversations. Support offered between staff and good practice shared. | Staff confidence and improved practice across school. | Capture this with TAs. |
| | | JS Shared Preparation for Adulthood document with all staff. Staff meeting | Positive contributions from all. New resources are shared among staff for IEP/ EHCP children. | Allowed reflection time on the most 'extreme' and complex needs of children at Bowling Green. Staff confident articulating that – for a small group of pupils – although inclusive education is offered, their next steps will look different after Bowling Green and secondary school. | Possibility to hold a parent session next year with new leadership team on pupils with additional needs, linked to Preparation for Adulthood document. |
| | | Pupil Voice – independence and tenacity focus, showing their work. Typicality – AIP focus- lesson observations | Lesson observation shows evidence of SEN and PP working more independently. TA training (Autumn Term) | Refresher training is required in September / new staff and change of responsibility and 1.1 support. | To monitor throughout the next academic year |
| Summer Term | To improve the attendance of children eligible for Pupil Premium funding | Phone calls and letters have been send to relevant pupils | A high percentage of PP and SEND unauthorised absences during the summer term. This is due to holidays, sickness and not being able to get to | Early intervention is needed. | To raise the concern and monitor Continuous rigorous attendance monitoring |

school as parents don't have a car.

Summer Term

Data

Autumn and Spring

| | | |
|------------------|-------------------|------------------|
| Total: 35 pupils | Girls: 16 | Boys: 19 |
| PP with SEN: 12 | PP with EHCP: 7 | SEN and EHCP: 19 |
| Reception: 4 | Year 1: 4 | Year 2: 8 |
| Year 3: 5 | Year 4: 3 | Year 5: 9 |
| Year 6: 2 | Whole school: 150 | School PP % =23% |

PP Summer Term

| | | |
|------------------|-------------------|------------------|
| Total: 33 pupils | Girls: 14 | Boys: 19 |
| PP with SEN: 11 | PP with EHCP: 7 | SEN and EHCP: 18 |
| Reception: 4 | Year 1: 4 | Year 2: 7 |
| Year 3: 4 | Year 4: 3 | Year 5: 8 |
| Year 6: 2 | Whole school: 150 | School PP % =22% |

EYFs

| EARLY YEARS ANALYSIS | | | |
|---|---|------|------------------------------|
| PERCENTAGE REACHING A GOOD LEVEL OF DEVELOPMENT | | | |
| | 2022 | 2023 | 2024 |
| All Pupils 26 | 67% | 71% | 65% (68% - see below) |
| PP 4 | 33% | 33% | 50% |
| | <ul style="list-style-type: none"> Cohort had a low baseline (43% on track for GLD autumn assessments) | | |

Year 1

| YEAR 1 PHONICS ANALYSIS | | | |
|-----------------------------|------|------|------|
| PERCENTAGE PASSING THE TEST | | | |
| | 2022 | 2023 | 2024 |
| All Pupils 25 | 92% | 90% | 88% |
| PP 4 | 33% | 75% | 100% |

| YEAR 1 2024 | | | | | | | | | | | | | | |
|----------------------|-----|--|--------|-------|----------|---------|--------|-------|----------|-------|--------|-------|----------|---------------|
| CONTEXT | NO. | Reading | | | | Writing | | | | Maths | | | | RWM Combin |
| | | WTS | EXS | GDS | Combined | WTS | EXS | GDS | Combined | WTS | EXS | GDS | Combined | |
| CURRENT | 24 | 5 21% | 14 58% | 5 21% | 19 79% | 8 33% | 13 54% | 3 12% | 16 67% | 5 21% | 13 54% | 6 24% | 19 79% | |
| PUPIL PREMIUM | 4 | 1 4% | 3 12% | 0 | 3 12% | 3 12% | 1 12% | 0 | 3 12% | 1 4% | 3 12% | 0 | 3 12% | |
| SEND | 7 | 5 71% | 2 29% | 0 | 2 29% | 6 86% | 1 14% | 0 | 1 14% | 4 57% | 3 43% | 0 | 3 43% | |
| SEND PP | 2 | 1 50% | 1 50% | 0 | 1 50% | 2 100% | 0 | 0 | 0 | 1 50% | 1 50% | 0 | 1 50% | |
| CAUSE FOR CONCERN | | | | | | | | | | | | | | |
| | | All areas have shown increase since Spring SEN and PP access interventions and tutoring | | | | | | | | | | | | |

Year 2

| YEAR 2 PHONICS RE-TEST ANALYSIS | | | |
|---------------------------------|------|------|------|
| PERCENTAGE PASSING THE TEST | | | |
| | 2022 | 2023 | 2024 |
| All Pupils 2 | | | 50% |
| PP 2 | | | 50% |

| YEAR 2 TEACHER ASSESSMENT | | | | | | | | |
|---------------------------|------------|----------|-----|--|------------|----------|-------------|----------|
| | READING | | | | WRITING | | MATHEMATICS | |
| | Expected + | Above | | | Expected + | Above | Expected + | Above |
| 2022 All 24 | 83% | 33% | | | 75% | 21% | 88% | 29% |
| 2023 PP 4 | 25% | 0% | | | 25% | 0% | 25% | 0% |
| 2024 All 18 | 83% (??) | 39% (??) | | | 83% (??) | 17% (??) | 83% (??) | 39% (??) |
| 2024 PP 7 | 71% (??) | 0% (??) | | | 57% (??) | 0% (??) | 57% (??) | 0% (??) |
| Combined | 2023 | All | 75% | | | 2024 | All | 78% |
| | | PP | 25% | | | | PP | 57% |

Year 3

| YEAR 3 2024 | | | | | | | | | | | | | | |
|-------------------|-----|---|--------|-------|----------|--|--------|-------|----------|--|-------|--------|----------|--------------|
| CONTEXT | NO. | Reading | | | | Writing | | | | Maths | | | | RWM Combined |
| | | WTS | EXS | GDS | Combined | WTS | EXS | GDS | Combined | WTS | EXS | GDS | Combined | |
| CURRENT | 24 | 10 42% | 11 46% | 3 13% | 14 58% | 9 38% | 11 46% | 4 17% | 15 63% | 6 25% | 7 29% | 11 46% | 18 75% | |
| PUPIL PREMIUM | 5 | 4 80% | 1 20% | 0 | 1 20% | 3 13% | 2 8% | 0 | 2 8% | 3 13% | 2 8% | 0 | 2 8% | |
| SEND | 5 | 4 80% | 1 20% | 0 | 1 20% | 4 80% | 1 20% | 0 | 1 20% | 3 60% | 2 40% | 0 | 2 40% | |
| SEND PP | 3 | 3 100% | 0 | 0 | 0 | 3 100% | 0 | 0 | 0 | 3 100% | 0 | 0 | 0 | |
| CAUSE FOR CONCERN | | All PP and SEN pupils working below or towards. | | | | To monitor in y4 high number of pupils including SEN and PP WTS or below | | | | To monitor in y4 high number of pupils including SEN and PP WTS or below | | | | |

Year 4

| YEAR 4 2024 | | | | | | | | | | | | | | |
|-------------------|-----|-----------------------------------|--------|-------|----------|---|--------|-------|----------|---|--------|--------|----------|--------------|
| CONTEXT | NO. | Reading | | | | Writing | | | | Maths | | | | RWM Combined |
| | | WTS | EXS | GDS | Combined | WTS | EXS | GDS | Combined | WTS | EXS | GDS | Combined | |
| CURRENT | 15 | 5 33 % | 7 47% | 3 20% | 10 67% | 5 33% | 8 53% | 2 13% | 10 67% | 4 27% | 8 53% | 3 20 % | 11 73% | |
| PUPIL PREMIUM | 3 | 2 13% | 1 6.6% | 0 | 1 6.6 % | 2 13% | 1 6.6% | 0 | 1 6.6 % | 2 13% | 1 6.6% | 0 | 1 6.6 % | |
| SEND | 3 | 2 67% | 1 33% | 0 | 1 33% | 2 67% | 1 33% | 0 | 1 33% | 2 67% | 1 33% | 0 | 1 33% | |
| SEND PP | 3 | 2 67% | 1 33% | 0 | 1 33% | 2 67% | 1 33% | 0 | 1 33% | 2 67% | 1 33% | 0 | 1 33% | |
| CAUSE FOR CONCERN | | Attendance (3 boys SEN below NA) | | | | 2 pupils are closely monitored potentially expected in writing next year. | | | | 2 pupils are closely monitored potentially expected in maths next year. | | | | |

Year 5

| YEAR 5 2024 | | | | | | | | | | | | | | |
|-------------------|-----|-----------------------------------|--------|-------|----------|---|--------|--------|----------|--------|--------|--------|----------|--------------|
| CONTEXT | NO. | Reading | | | | Writing | | | | Maths | | | | RWM Combined |
| | | WTS | EXS | GDS | Combined | WTS | EXS | GDS | Combined | WTS | EXS | GDS | Combined | |
| CURRENT | 25 | 5 20% | 12 48% | 8 32% | 80% | 7 28% | 16 64% | 2 8% | 18 72% | 6 24% | 12 48% | 7 28% | 19 76% | |
| PUPIL PREMIUM | 8 | 4 50% | 2 25% | 2 25% | 4 50 % | 4 50 % | 3 38 % | 1 12 % | 4 50 % | 4 50 % | 1 12 % | 2 25 % | 3 38 % | |
| SEND | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 | | |
| SEND PP | 4 | 4 100% | 0 | 0 | | 4 100% | 0 | 0 | | 4 100% | 0 | 0 | | |
| CAUSE FOR CONCERN | | Attendance (3 boys SEN below NA) | | | | PP still on Fresh start (1 SEN and PP) | | | | | | | | |

Year 6

| YEAR 6 SATS TEST | | | | | |
|-----------------------------|--------------------|-------------------|--------------------|--------------------|--------------------|
| PERCENTAGE PASSING THE TEST | | | | | |
| | READING | WRITING | MATHEMATICS | COMBINED | SPAG |
| 2022 EXP+ | 78% | 72% | 83% | 72% | 78% |
| 2022 GD | 33% | 28% | 39% | | 50% |
| 2023 EXP + | 91% | 81% | 86% | 77% | 91% |
| 2023 GD | 36% | 27% | 46% | 17% | 41% |
| 2024 EXP + 17 | 82.4% (74%) | 94% (72%) | 94.1% (73%) | 82.4% (61%) | 88.2% (72%) |
| 2024 PP 2 | 50% (??) | 100% (??) | 50% (??) | 50% (??) | 50% (??) |
| 2024 GD | 41.2% (??) | 23.5% (??) | 35.3% (??) | 12% (??) | 59% (??) |
| 2024 GD PP | 0% (??) | 0% (??) | 0% (??) | 0% (??) | 0% (??) |

The number of PP pupils has changed from the Spring term, 35 pupils in total to 33 in the summer term. The majority of children are receiving extra, targeted support involved in small group after-school tuition or SEN support in class. Some children are not receiving extra tuition but those children are working at the expected level or greater depth.

We will continue to monitor the attainment and progress of PP children next year.