

**Bowmansgreen Pupil Premium Strategy 2021 - 2022**

**Total Pupil Premium Funding £148, 205**

Focus Area	Approach or Action	Who?	Cost	Intended Impact	Success Criteria / Evaluation of impact
<p><b>Culture, Leadership and Values</b></p>	<p>Forward planning for use of PP budget                      Ensure all pupils are represented and celebrated as role models and in leadership                      Identify and address needs of 'Learners without Labels' (Disadvantaged pupils who do not qualify for PP)                      Effective, appropriate training and support, including for governors - focus on pupil need                      Ensure the thread of tackling disadvantage runs through all areas of school improvement                      Strategy decisions and provision are based on research evidence                      Appropriate funding sources are sought to support need (Individual, group and cohort)                      Regular, meaningful discussions to identify and support pupils causing concern, with focused actions                      Thinking and decision making goes beyond short-term academic success                      Promote and reinforce staff 'non-negotiables' relating to mission statement and vision for all pupils                      Pro-active, effective school council</p>	<p>School council, HT, SLT,</p>		<p>Achieve clarity of purpose - the focus on pupil needs                       Sustain relentless pursuit of best holistic outcomes for every pupil                       Ensure provision is fit for purpose                       Staff have deeper understanding of characteristics of learners                       All staff promote and drive continued school improvement, values and vision for all learners</p>	
<p><b>Whole School</b></p>	<p>All staff to relentlessly champion and work towards meeting the needs of all pupils                      Early intervention - clear, focused, precise and time-limited                      Early identification of low starting points in language and communication                      To ensure staff have a good understanding of the impact of socio-economic disadvantage                      Regular, frequent communication with parents - workshops, curriculum evenings, open door policy                      Effective, supported transition at all points, for all pupils                      Attendance target of 96% for all groups                      Disadvantaged pupils are encouraged to take roles of responsibility in wider school life                      Timetables and provision support pupils at all times of the school day, including break and lunchtime                      Regular, on-going pupil voice                      Metacognition - pupils and staff continue to develop skills and strategies to adapt and succeed                      Focused CPD for all staff - training, research, visitors, conferences                      Identify where pupils have multiple barriers to learning, understand impact                      Build trusting relationships and effective channels of communication                      Access to additional support services (eg Speech and Language Therapist, counsellors)</p>	<p>ALL</p>		<p>Staff recognise and understand the barriers faced by individual pupils                       Teachers are empowered to meet the needs of disadvantaged pupils                       Parents feel listened to, supported and empowered                       Pupils feel listened to, supported and empowered                       Appropriate, effective intervention is accessed at the earliest opportunity                       Improved whole school attendance</p>	
<p><b>Monitoring and Evaluation</b></p>	<p>On-going, rigorous monitoring and analysis of impact of PP Strategy                      Regular Pupil Progress Meetings - on-going                      Governors are confident in asking challenging questions about effectiveness of PP budget                      Regular evaluation of impact of specific interventions and activities                      Lesson Study used to identify gaps, barriers and next steps for targeted pupils                      Monitor, analyse and support improvement of attendance of disadvantaged pupils                      HT is challenged on effectiveness of strategy</p>	<p>Govs, SLT</p>		<p>Specific barriers and gaps in learning are identified and addressed                       Appropriate, effective intervention and support are put in place                       PP achieves maximum impact                       Improved attendance of disadvantaged families                       PPG strategy is flexible and adapted to meet changing needs, barriers and aims</p>	

<b>Targeted Activities</b>					
<b>Teaching and Learning</b>	Daily Supported Reading (DSR) - Year 1 and with targeted pupils in EYFS, Year 2 and Year 3 Targeted, teacher led interventions Quality, well-chosen texts throughout school, reflecting interests, experiences and diversity of cohort Easter school and revision classes Inclusion staff - support and training Specialist TAs - support and training Work with LA advisers and consultants to impact on the quality of teaching and learning. Afternoon story time sessions Parent support and workshops Learning Mentor- training, support for individual pupils, clubs Break and lunchtime activities (library, sports, Sunshine Room) SmartMoves intervention, training and resources TA led maths fluency intervention - after school Wellcomm screening Workshops, performances and guest speakers Lyfta EYFS resources pack - fully subsidised for PP pupils	EO DHT HT, SLT SLT SENCO SENCO SLT HT HT, DHT  SENCO SENCO JC SENCO HT EYFS Lead	£1,000 £3,000 £3,000 £3,000 £11,944 £17,500 £2,000 £120 £500 £15,500 £2,000 £500 £4,060 £500 £3,000 £1,000 £74	Early literacy, including language and vocabulary development is improved  Pupils make good or better progress in reading, writing and maths  Pupils meet ARE in reading, writing and maths  Pupils are supported to close specific gaps in learning  Families are supported to overcome barriers to their child's success Broad, real-life experiences inspire and motivate success	
<b>Wellbeing and Emotional support</b>	On-site counselling - psychotherapy and play therapy Therapeutic support (staff, pupils and families) Art therapy Transition programme (Links Academy) - targeted individuals Nurture and social skills support St Albans Partnership - Vista family workers Forest School Sensory Garden	SENCO SENCO SENCO SENCO SENCO SENCO, SS HT, SBM	£13,300 £6,555 £5,500 £1,000 £2,000 £6,500 £5,000 £500	Families are well informed and supported to access the help and services they need  Pupils are well supported by home and school  Pupils are ambitious and determined to be and do their best	
<b>Enrichment within and beyond the curriculum</b>	Breakfast club - funded for PP pupils After school clubs - funded for PP pupils Film club Music lessons and exams PGL Y6 residential trip - part or fully subsidised School trips and visitors Theatre workshops and performances Shaolin London Intervention Milk and fruit for individuals Subsidised swimming lessons School pets	SS SLT  HT HT, SBM HT, SBM HT, SBM HT SBM SBM SBM, SS	£11,352 £2,200 £150 £2,500 £2,500 £10,000 £2,000 £6,000 £150 £1,300 £1,000	Pupils are confident, successful learners  Pupils have rich and varied wider experiences  Pupils enjoy school  Pupil 'readiness' is maximised (for success and transition)	
<b>Total</b>			<b>£148,205</b>		