



Bowmansgreen Pupil Premium Strategy Statement 2022/2023 – 2025/2026

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bowmansgreen Primary
Number of pupils in school	339
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	25 th January 2023
Date on which it will be reviewed	31 st December 2023
Statement authorised by	Anna Lippa, Headteacher
Pupil premium lead	Anna Lippa, Headteacher
Governor	LizAnn Petch, Pupil Premium Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,775
Recovery premium funding allocation this academic year	£9932.50
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	£139,707



Part A: Pupil premium strategy plan

Statement of intent

Mission Statement: 'Inspiring, nurturing and achieving excellence together'

School Vision: 'For all pupils to flourish, succeed and achieve their potential'

At Bowmansgreen, we use the Pupil Premium budget to ensure equality of opportunity and to support an excellent education for all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Ensure all pupils receive excellent teaching and learning experiences, every day.
2	Language enrichment. To support the improvement of vocabulary and language development through oracy, quality book and reading experiences.
3	Broaden life experiences and opportunities, through a wide range of curriculum and enrichment activities.
4	Identify and intervene as early as possible when pupils begin to or fall behind their peers
5	Support families to ensure pupils are at school, on time, every day.
6	Ensure pupils with high prior attainment are appropriately challenged to achieve their academic potential



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
To ensure that all pupils consistently receive a high-quality education	All pupils make at least good or better progress from their starting point and fulfil their academic potential
To improve attainment in phonics and early reading	All disadvantaged pupils make good or better progress in reading The percentage of disadvantaged pupils meeting the phonics expected standard in Year 1 is at least in line with national averages
To improve attainment in writing in KS1	The percentage of disadvantaged pupils meeting age-related expectations (ARE) in writing is at least in line with national averages
To improve attainment in maths in KS1	The percentage of disadvantaged pupils meeting age-related expectations (ARE) in maths at KS1 is at least in line with national averages
To accelerate the rate of progress in writing in KS2	All disadvantaged pupils with middle or high prior attainment make good or better progress in writing in KS2
To increase the % of disadvantaged pupils achieving or exceeding age-related expectations (ARE) at the end of KS2	The proportion of disadvantaged pupils achieving or exceeding age-related expectations (ARE) at the end of KS2 is at least in line with national averages
To reduce persistent absence	Overall persistent absence is reduced, compared to last published data (Summer 21 – 18.3%) Attendance of disadvantaged families improves, compared to last published data (2019 - 93%)



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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued training and professional development for all class staff, including coaching, mentoring and Lesson Study	Addressing Educational Disadvantage in Schools and Colleges: The Essex Way. Marc Rowland <u>EEF School improvement planning</u> <u>Evidence-based guidance for schools to support their work for the current academic year 2021 – 22</u>	1, 2, 4
Recruitment and retention of good teachers	<u>EEF: Putting Evidence to Work – A School’s Guide to Implementation</u> <u>OME teacher retention report (publishing.service.gov.uk)</u> <u>Teacher Retention and Turnover Research: Interim Report - NFER</u>	1, 4, 6
HfL Essentials teaching, learning and assessment materials and training	<u>EEF’s Maths guidance reports</u> <u>EEF’s literacy guidance reports.</u>	1, 2, 4, 6
The purchase of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.	<u>Phonics Toolkit Strand Education Endowment Foundation EEF</u> <u>FFT – Success for All Phonics</u>	1, 2, 4, 6



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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
FFT Shared Reading and Phonics lessons (EYFS, Y1, Y2, Y3)	EEF: Early Language Development: Needs, provision, and intervention for preschool children from socio-economically disadvantaged backgrounds. October 2017	1, 2, 4, 6
FFT Lightening Squad tutoring - phonics intervention (All year groups)	EEF: Early Language Development: Needs, provision, and intervention for preschool children from socio-economically disadvantaged backgrounds. October 2017	1, 2, 4, 6
Daily Supported Reading (DSR) - Year 3	EEF: Early Language Development: Needs, provision, and intervention for preschool children from socio-economically disadvantaged backgrounds. October 2017	1, 2, 4, 6
Quality, well-chosen texts throughout school, reflecting interests, experiences and diversity of cohort	<u>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</u>	1, 2, 3 4, 6
Booster and revision classes	<u>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</u>	1, 2, 3, 4, 6
Learning Mentors – training and CPD; support for individual pupils;	Making the best use of teaching assistants. Jonathan Sharples, Rob Webster, Peter Blatchford, Education Endowment Foundation, 2015	1, 4, 6
Specialist support staff - support and training	<u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	1, 2, 4, 6



Wellcomm screening and NELI	<p>Early Language Development: Needs, provision, and intervention for preschool children from socio-economically disadvantaged backgrounds A Report for the Education Endowment Foundation October 2017</p> <p><u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u></p>	2, 4
Focus groups and individual pupils for targeted support	<p><u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	1, 2, 4, 6

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

Budgeted cost: £ 39,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic support - (counselling, psychotherapy, play therapy, art therapy)	EEF: Programmes to Practices: Identifying effective, evidence-based social and emotional learning strategies for teachers and schools: Evidence review. Published: January 2020	1, 2, 3, 5
Transition programme (including Links Academy booklet and support, targeted support for groups and individuals)	<p><u>EEF Teaching and Learning Toolkit</u></p> <p><u>Using pupil premium: guidance for school leaders</u></p>	1, 3, 4, 5
Forest school, school pets, sensory garden	EEF: Literature review on non-cognitive skills. Published: 2013	1, 2, 3, 4, 5



School trips, visitors and enrichment activities	EEF Blog: Why Arts Education Matters	1, 2, 3, 4, 5
Frequent, regular engagement with most vulnerable families	EEF: Working with Parents to Support Children's Learning	4, 5
Access to family support worker	EEF: Working with Parents to Support Children's Learning	3, 4, 5
Access to wrap-around care	Policy paper. Supporting Families - 2021-22 and beyond. Published 26 March 2021	3, 5

Total budgeted cost: £ 129,775

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.

<p>To improve attainment in phonics and early reading</p> <ul style="list-style-type: none"> • New SSP (FFT Success for All Phonics) has had a positive initial impact on the consistency and quality of phonics teaching and early reading, across EYFS and KS1. All staff have been trained and all EYFS and KS1 staff are confident to deliver phonics lessons, interventions and shared reading. • The proportion of pupils meeting the phonics expected standard in Year 1 was 62% <p>To accelerate the rate of progress in writing in KS2</p> <ul style="list-style-type: none"> • Progress in writing was above both Herts and national (0.9) • Progress for high prior attainers was significantly above national and in the highest 20% (4.4) <p>To reduce persistent absence</p> <ul style="list-style-type: none"> • Overall absence in summer 2021 was 5.8% • Persistence absence remains in the highest 20% of schools with a similar level of deprivation (16% autumn 2020, 18% summer 2021) • Local Authority face-to-face attendance review meetings have resumed. New resources and updated guidance shared, priority families and targets identified.
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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
FFT Success for All Phonics	FFT

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

We have referred to the following research and publications to inform our strategy:

The EEF's updated Pupil Premium Guide

Addressing Educational Disadvantage in Schools and Colleges: The Essex Way. Marc Rowland, 2021.

Covid-19 and early intervention: Understanding the impact, preparing for recovery. EIF Report, 2020



Making the best use of teaching assistants. Jonathan Sharples, Rob Webster, Peter Blatchford, Education Endowment Foundation, 2015

Maximising the Impact of the Pupil Premium. Marc Rowland. Rosendale Research School, 2018.

Spending the Pupil Premium: Strategies to Improve Learning. Steve Higgins. School of Education, Durham University

Tackling Educational Disadvantage: A Toolkit for Essex Schools. Mark Rowland, Jo Moore and Dr Tony Ashmore.

The Pupil Premium - Making it work in your school.

The Pupil Premium - Next Steps. Sutton Trust and Education Endowment Foundation, July 2015

The Pupil Premium. Ofsted, 2013

Using pupil premium: guidance for school leaders. DfE, 2019, updated November 2021

What doesn't work in education: The Politics of Distraction. John Hattie, 2015