

# Great Bowden Academy Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Great Bowden Academy
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	11.38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Sarah Bishop (Executive Head Teacher)
Pupil premium lead	Rebecca Blagburn (Head of School)
Governor / Trustee lead	Elsbeth Williams (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,485
Recovery premium funding allocation this academic year	£2,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23,515

# Part A: Pupil premium strategy plan

## Statement of intent

At Great Bowden Church of England Academy, our vision is for each member of our school family to experience life in all its fullness both now and in the future. We are an inclusive welcoming community valuing everyone for who they are and enabling all to flourish.

Our aim is that **all** pupils, including those who are disadvantaged, make good progress and achieve well in all subjects regardless of their starting points. Our pupil premium strategy is written to support our disadvantaged pupils to achieve this goal.

The actions and activities identified in this statement are also intended to support the needs of other vulnerable pupils who may not be disadvantaged, or entitled to pupil premium funding.

Evidence shows that quality first teaching has the greatest impact on closing the disadvantage attainment gap and is therefore at the heart of our approach. This approach will also benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, including targeted intervention and well-being support, which will benefit all pupils including our non-disadvantaged pupils.

Any identified actions will be based on robust assessment, knowledge of individual children and evidence of impact. To ensure they are effective we will:

- ensure all pupils, including those who are disadvantaged, are challenged in the work they are given through a mastery curriculum
- use assessment for learning effectively to intervene early where needed.
- ensure all staff take responsibility for the needs of their disadvantaged pupils. This will include focused discussions about our targeted children during termly pupil progress meetings.

## Challenges

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

Challenge number	Detail of challenge
1	Phonics and Speech and language development is needed for a group of our pupil premium pupils. This is having an impact on their wider access to the curriculum.
2	A majority of our pupil premium pupils have a reading level below the expected standard for their age which impacts on vocabulary development and writing.
3	Pupil wellbeing and anxiety linked to individual circumstances is having an impact on their ability to access learning.
4	A proportion of children do not take part in any extra-curricular or cultural activities outside of school, and some are affected by financial constraints.
5	29% of pupil premium children have specific learning needs linked to SEND
6	The majority of our pupil premium children are underperforming in writing (linked to speech and language, vocabulary, phonics, reading and fine and gross motor skills.)

## 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
Staff will have a clear understanding of how to develop children's speech and language development in school, enabling all pupils to speak clearly and confidently in a range of different contexts	Teachers will have access to quality CPD to develop speech and language strategies to use in school. Speech and language strategies will be implemented in school. Children will speak clearly and confidently
Children will have a love of reading along with the skills necessary to access a range of texts at an age-appropriate level or beyond	High quality texts available for children to read. Inviting reading areas in each classroom Daily reading activities including: Whole class reading, shared reading and regular 1-1 reading for pupil premium children. CPD for staff including: SoundsWrite phonics training, teaching of reading, precision teaching. PIXL reading interventions The gap is reduced between disadvantaged and non-disadvantaged pupils
Children have strategies to manage emotions and feelings	ELSA providing small group and 1-1 well-being interventions

	<p>Sign posting in place to support pupils and their families.</p> <p>Well-being tracker setup and implemented.</p> <p>CPD for staff in supporting pupils emotional and mental health needs.</p>
<p>Children have wider opportunities to take part in extra-curricular and cultural activities outside of school</p>	<p>The curriculum offers children opportunities to broaden their cultural capital.</p> <p>Monitor which children are accessing extra-curricular and cultural activities.</p> <p>Reduce barriers preventing pupils taking part in wider school events and activities (eg residential trips, after school clubs, school trips.)</p>
<p>Pupils with SEND make good progress from their starting points</p>	<p>CPD for all staff on the effective use of support staff.</p> <p>CPD for specific interventions such as precision teaching, Dyslexia training, autism training, PIXL, SEMH.</p> <p>Children access quality specific interventions to meet their needs.</p> <p>Support staff are directed and utilised effectively to offer specific interventions</p>
<p>Children will have a better understanding of the basics of writing and be able to apply this consistently in a range of contexts.</p>	<p>CPD for teachers on planning and teaching of writing</p> <p>CPD for teachers on Dyslexia</p> <p>Children access specific interventions to meet needs via PIXL/ precision teaching</p> <p>CPD for support staff around supporting development of writing</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: £ 5280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training provided for all staff involved in the teaching synthetic phonics	EEF- Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1,2
Quality CPD to develop approaches for oracy, reading, well-being, metacognition, SEND and writing.	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Ensure all staff participate in professional development to support their expertise in all curriculum areas (using specialist teachers where necessary to provide a high-quality curriculum) in order to develop subject knowledge and review. (Sutton Trust 2011, Quigley 2018, Beck et al 2013)</p>	1,2,3,5,6

	Evidence that experienced teachers continue to progress in their effectiveness in environments where professional development culture is prevalent (Kraft and Papay, 2014)	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 16735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide children with Well-being support Including ELSA sessions	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	3
Provide children with targeted interventions	EEF- Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact	1,2,5,6

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enable children to have wider opportunities to take part in extra-curricular and cultural activities outside of school	EEF- The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.	4

**Total budgeted cost: £ 23515**

## 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 2020 to 2021 academic year.

Aim	Outcome
Develop and embed use of PIXL across year groups 1-6 to support whole class and individual interventions	<p>Interventions delivered when able (limited due to COVID restrictions). 1:1 drop ins delivered remotely when needed to target support.</p> <p>Focus on basic skills as part of whole school reintegration plan prior to and following lockdown.</p> <p>Focus on basic skills and number work, support for teachers through Maths CPD from Maths Specialist.</p> <p>Use of PIXL where possible to support number facts and purple mash also used for pupils to access at home during Spring term lockdown.</p> <p>Extra CPD time provided for staff to begin to familiarise themselves with the PIXL resources though this was impacted by other CPD needs that emerged such as CPD related to the effective use of Teams to support remote learning.</p>
Embed a consistent and coherent approach to the teaching of reading	<p>Reading remained a priority for all pupils including during lockdown. Regular opportunities for pupils to read, providing reading books for those at home, reading sessions via Teams during lockdown, and regular reading opportunities in school.</p> <p>Teachers continued to promote a love of reading with regular book talk and sharing of texts including during lockdown.</p> <p>CPD for reading was delivered and phonics training provided for identified staff.</p>

	<p>Improved quality of books available in classrooms for children to access.</p> <p>Monitoring and evaluation of reading as per the schedule with follow up action taken as needed.</p>
Support and promote parental engagement with reading and phonics across the school	<p>Parental engagement limited due to COVID and restrictions on coming in to school. Teams was introduced and used as a tool for communication with parents, parents evenings still went ahead remotely via Teams and attendance was good.</p> <p>During lockdown, teachers recorded some sessions such as phonics which parents engaged with and found useful.</p>
Embed ELSA and PSHE for supporting social and emotional learning for children	<p>Access to ELSA was reduced due to COVID and bubble restrictions. However, other staff were able to support identified pupils with their wellbeing.</p> <p>Wellbeing and emotional health were prioritised on return to school, during lockdown and on return to full school opening in March, as referenced in the school reintegration plan.</p> <p>Regular mindfulness opportunities within classes.</p> <p>Resources provided for staff to access.</p> <p>Teachers identifying target children to provide additional support for.</p>

**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
Sounds Write Phonics	Sounds Write
PiXL Primary	PiXL



## 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)

*n/a*