

## Pupil premium strategy statement Great Bowden Academy

The pupil premium is additional money which is given to state schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

### Contextual Information

- We have children who are in receipt of Pupil premium currently of these pupils have additional needs
- We spend the money way we do after careful examination of the barriers to learning faced by our pupil premium eligible pupils. It should be stated that there is no typical disadvantaged child. Each pupil has individual circumstances, which create particular barriers to learning that need different strategies
- We identified specific barriers through listening to the pupil voice, data analysis of progress and attendance, learning walks and talking to parents, staff and governors.

Summary Information about the School					
<b>School</b>	Great Bowden Academy				
<b>Academic Year</b>	2019-20	<b>Total PP/ PP+budget</b>	£15,800	<b>Date of most recent Governor review meeting</b>	April 2019
<b>Total number of pupils</b>	139	<b>Number of pupils eligible for PP/ Ever 6/ PP+</b>	11	<b>Date for next internal review of this strategy</b>	April 2020

**Our aim is to close the attainment gap between those children who receive PPF and those who do not**

Current attainment at the end of July 2019- across key stages						
	<i>Pupils eligible for PPF</i>			<i>Pupils not eligible for PPF</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<b>% achieving expected or above in reading, writing and maths at end KS1 – (3child)</b>	100%	0%	0%	88%	88%	88%
<b>% achieving expected or above in reading, writing and maths KS2 – ( child )</b>	50%	50%	50%	78%	83%	72%

Value added across Key Stage 2 for PPF children compared with all children at Great Bowden Academy			
	Reading	Writing	Mathematics
School VA 2018 All pupils at Great Bowden	-0.86	-0.04	-3.14
Disadvantaged 2018 at GB	2.34	2.54	-7.67
School VA 2019 All pupils [unvalidated] at GB	-4.9	-2.4	-4.2
Disadvantaged 2019 [unvalidated] at GB ( 1 child)	-13.55	-7.13	-6.87

Key Stage 2 Outcomes													
	Pupil Premium Children				Other Pupils					National non PP			
	Percentage of children at expected standard+				National	SCHOOL							
	Com	R	W	M	Com	Com	R	W	M	Com	R	W	M
2018	0	0	0	0		94%	94%	100%	94%	75%	80%	83%	81%
2019 (2chn)	0	50%	50%	50%	51%	72%	78%	83%	72%	70%	80%	83%	81%
Change from 2018-19	0	0	100%	100%		-22%	-16%	-17%	-22%				

This data show percentages of children at exp+ have significantly dropped in 2018 but this data is 1 pupil. The numbers of children in some instances are small so care has to be taken in reaching statistical conclusions. Progress scores are unhelpful for small groups and it is often better to look at the individual.

Barriers to Future Attainment (for pupils eligible for PP) 2019-20	
<b>A.</b>	Some pupils may not be working at an age related level and have conceptual gaps or misconceptions
<b>B.</b>	Some pupils may have limited vocabulary and communication skills which can impact on learning
<b>C.</b>	Some pupils struggle with their emotional and mental well being which impacts on their social ability
External Barriers	
<b>D.</b>	In some cases, a lack of regular routines including home reading, homework, spellings and having correct equipment in school

<b>E.</b>		
<b>F.</b>		
<b>Desired Outcomes</b>		
	<b>Objective</b>	<b>Success criteria</b>
<b>A.</b>	<p>To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.</p> <p>To ensure pupils consolidate basic skills</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<p>Pupils will meet ( or exceed) age related national expectations in English and maths</p> <p>All staff will receive appropriate CPD to facilitate development and high quality teaching</p> <p>Teachers will use accurate formative assessment to adapt teaching sequences( and plans) to pupil need</p> <p>Support staff will support learning effectively</p> <p>Additional intervention sessions will take place based on gaps/needs</p> <p>Standardised tests and TA show improvement in scores.</p> <p>Book scrutinies support this</p> <p>Teachers will use lesson study for CPD</p>
<b>B.</b>	<p>To develop opportunities for oracy across the school</p> <p>To embed and sustain a reading culture that ensures all pupils read regularly and develop a “love of books”</p> <p>Pupils read regularly and have access to high quality texts</p>	<p>Teachers will use everyday excellences to encourage oracy and vocabulary development.</p> <p>Pupils read regularly (5x a week) outside of normal class reading</p> <p>All pupils will read for 30 mins per day in school time</p> <p>TAs will be trained in the teaching of reading by English coordinator/ English specialist</p> <p>Pupils who need to will have 1-1 opportunities to read on a daily basis</p> <p>Quantity/quality of reading will be tracked weekly</p> <p>Library is revamped – stickers on books to show genres etc to encourage reading</p>
<b>B</b>	<p>School will deliver an engaging, broad and varied curriculum to widen life experiences and broaden vocabulary</p>	<p>Age appropriate skills and knowledge will be taught within a thematic approach</p>

		Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within ( and outside) the school day
<b>C.</b>	To improve mental and emotional well being through opportunities for mindfulness, ELSA sessions	Pupils will access mindfulness type opportunities and have sessions with the school ELSA to improve their mental wellbeing, develop resilience and self esteem Teachers will have updated training on attachment to support children with issues. ELSA attend supervision sessions
<b>D.</b>	Pupils will have opportunities in school to read, consolidate x tables  The school will increase opportunities for parents to engage with learning	Communication books show increased engagement of families with children reading more often. Parental surveys and attendance at parents meetings etc. show parents are engaging with their child's education Pupils will read at least 5X a week Pupils will complete x tables rock stars practice sessions each week Provision will be made for pupils to access online programmes in school if they can't access them outside of school
<b>E</b>		
<b>F.</b>		

## Actions to be taken Sept 2019- July 2020 to close the attainment gap

**The overall aim is to close the attainment gap between NATIONAL non PP and PP children in our school and to accelerate the progress of the disadvantaged group.**

Objective / Desired outcome	Success criteria	Strategies	Cost	Staff lead	Evaluation	Impact (to be completed Sept 2020)	Lessons learned (to be completed Sept 2020)
<b>A.</b> To improve the attainment and progress of disadvantaged learners	Across the school data shows that the attainment of disadvantaged learners is improving over time.	1.High quality teaching for all supported by high quality CPD for staff accessed through the teaching school and other identified sources of good practice e.g. participation in maths mastery programme, phonics training 2. Research lesson study focused on developing fluency in reading 3. Use SENDCo/ EP service to help identify other issues/ barriers to learning 4. Provide training for new staff on attachment	£2500       £1500       £200	SLT	Programme of learning walks and book scrutinies carried out by SLT half termly and subject coordinators on a regular basis. Standardised tests and pupil progress meetings show increase in attainment scores for PP children.		
<b>A.</b> To reduce the gaps between	Data shows that the gaps are	1.Use PIXL to support teachers in reducing gaps	£3650	SLT	Monitoring of intervention sessions.		

disadvantaged learners in school and non-disadvantaged learners nationally	decreasing year on year.	2. Provide individual support for specific learning needs and group support for pupils with similar needs 3. Train staff in use of PIXL			Through pupil progress meetings analysing progress of children receiving intervention Book scrutinies		
<b>B.</b> Opportunities are developed across the curriculum to develop oracy and expand vocabulary.  There is a culture which supports the love of reading.	Children will have a wider vocabulary  All children read regularly and enjoy reading.	1. Research lesson study focused on fluency in reading 2. 100 books challenge 3. Reading books to be monitored weekly. 4. Disadvantaged children who need it to read to an adult on a daily basis 5. Phonics intervention group for children in LKS2 who still need support + books appropriate for age 6. revamp library – PTFA 7. teachers to continue work on knowledge organisers and 'everyday excellences'	£300	SLT English leads	Monitoring of reading record books		
<b>C.</b> To improve mental and emotional well being through	Children will be more resilient and able to talk about their emotions	1. Opportunities for mindfulness within class etc	£100	Wellbeing lead ELSA	Wellbeing survey with children		

opportunities for mindfulness, ELSA sessions		2. Provide staff with training – attachment Resources/ books for 3. ELSA sessions + supervision 4. ELSA resources 5. Enterprise Club for ks2 6. music therapy for ks1 7. Boxall profile	£2650 £100 £500 £800 £50				
<b>E.</b> To extend opportunities for disadvantaged learners	There is clear evidence that the number of children accessing additional opportunities provided by the school is increasing  Children who are able to access online programmes  The curriculum will be revisited and developed in line with Learn-at policy  Choir	Funded opportunities on residential trips, school trips, clubs etc  Children are given opportunities in school to access TTRS  Over the year staff will engage in CPD to develop the curriculum  PP/PP+ chn attend choir	£1000  £150  £1800	SLT	To monitor PP children's attendance at and participation in additional opportunities on a termly basis.  Access to online programs will be monitored through half termly pupil progress meetings		

<b>F.</b> To provide more opportunities for families to engage in their child's learning	Communication books show children reading more often.  Parents are invited into school on a regular basis for workshops, open days etc	Phonics/ reading/ handwriting workshops and invites to lessons,  E safety events  Teachers to ensure all children reading regularly and children who need extra support are reading 1-1 on a regular basis	£350	SLT	Monitor communication books Analyse parental surveys and attendance at events		
		Children accessing TTRS practice regularly Coffee morning – PP/ SEND etc	£150				



