

# Great Bowden Academy Pupil Premium Strategy Statement 2023



This statement details our school's use of pupil 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 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	134
Proportion (%) of pupil premium eligible pupils	8.2% 11 pupils
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 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Sarah Bishop (Executive Head Teacher)
Pupil premium lead	Sarah Bishop (Executive Headteacher)
Governor / Trustee lead	Richard Moor (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,230
Recovery premium funding allocation this academic year	£1,305
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	£20,535

# 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 (18% as of Dec 2023)
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.)
7	Financial challenges impact on access to wider opportunities such as developing musical and sporting excellence, or activities that develop cultural capital beyond the school.

## 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. The gap is reduced between disadvantaged and non-disadvantaged pupils

<p>Children have strategies to manage emotions and feelings</p>	<p>Support staff providing small group and 1-1 well-being interventions</p> <p>Sign posting in place to support pupils and their families through family support at our sister school, Ridgeway Primary Academy.</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, 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 adapting learning to meet the needs of pupils</p> <p>Children access specific interventions to meet needs via 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: £ 7208

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training provided for all staff involved in the teaching synthetic phonics including phonics interventions	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
Professional development opportunities for support staff – supporting in the classroom, phonics and zones of regulation.	Making the Best Use of Teaching Assistants (EEF, 2018) – developing our LSAs to clear on their role, subject knowledge and specific impact. Training is effective in allowing them to provide individual and group instruction. Coaching opportunities provided from in school coaches and subject experts	1,2,3,5,6
Collaboration time for teachers to receive quality CPD and undertake whole school/ phase development of meeting the needs of all pupils, curriculum planning, SEND, writing.	<p>High quality teaching is pivotal in improving outcomes and narrowing the disadvantage gap. EEF 2021.</p> <p>EEF- SEN in Mainstream schools Recommendation 3: Ensure all pupils have access to high quality teaching. <i>'To a great extent, good teaching for pupils with SEND is good teaching for all.'</i></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> <p>Evidence suggests that experienced teachers continue to progress in their effectiveness in environments where professional development culture is prevalent (Kraft and Papay, 2014)</p>	1,2,3,5,6

	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</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>Coaching opportunities provided from in school coaches/ subject experts as appropriate.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 11,687

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide children with well-being support sessions and other emotional support from support staff.	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: £1640

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.	4,7

<p>Develop links with Family support and inclusion assistant at sister school, Ridgeway, to enable the school to signpost families effectively to support beyond the school that will help them with their family circumstances such as family wellbeing, behaviour, finances, food bank referral etc.</p>	<p>EEF – Parental Engagement Guidance - More sustained and intensive approaches to support parental engagement may be needed for some children—for example, those struggling with early reading, those from disadvantaged backgrounds. It is important to develop positive relationships to enable school to support them and in turn support their child.</p>	<p>4,7</p>
<p>Embed principles of good practice as set out in the DfE’s Improving School Attendance advice to support pupils disadvantaged by attendance &lt;95%</p>	<p>A high number of our PP children have attendance below 95%. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1,2,3,4,5,6</p>

**Total budgeted cost: £ 20,535**

# 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 2022 to 2023 academic year.

The reading culture at GBA continues to impact on positive outcomes for our disadvantaged pupils. Pupil premium children are tracked closely and extra reading is provided to help close gaps and help pupils falling behind catch up and keep up. Support in maths and teaching for mastery has helped to ensure that pupils are making progress in maths. Data shows that gaps are closing between disadvantaged and non disadvantaged in reading and maths. The largest gap is in writing.

Further work has been focussed on writing, focussing on effective feedback, moderation and the basics of writing.

Category	NP RWM	NAT EXS+ RWM	EXS+ RWM	NAT GDS RWM	GDS RWM	NP REA	NAT EXS+ REA	EXS+ REA	NAT GDS REA	GDS REA	NP WRI	NAT EXS+ WRI	EXS+ WRI	NAT GDS WRI	GDS WRI	NP MAT	NAT EXS+ MAT	EXS+ Mat	NAT GDS MAT	GDS MAT
Disadvantaged	13	26%	31%	3%		13	62%	69%	16%	8%	13	62%	31%	9%	0%	13	65%	69%	14%	0%
Not Disadvantaged	89	36%	55%	7%	6%	73	78%	77%	31%	32%	89	78%	67%	21%	8%	74	82%	80%	28%	20%

A focussed approach to phonics training is ensuring that staff are receiving appropriate training and support to deliver high quality phonics lessons and interventions.

Support staff were deployed across the school to ensure they were used most effectively to meet the needs of pupils. Staff received further training around how support staff should be used and this included directed support, group support and interventions where possible so that gaps could be closed as quickly as possible.

Staff have continued to support children’s emotional health and wellbeing. Opportunities to identify barriers to learning for our most vulnerable pupils has enabled staff to put additional support in place which may be in addition to academic needs, such as check ins etc, thus ensuring that children are ready to learn. We are continuing to build on this practice by exploring how we can ensure inclusive practice and adapt our teaching to meet the needs of all of our pupils including our disadvantaged.

During the year, pupils were able to continue to access support from our ELSA for more targeted and specific wellbeing and emotional support, including transition support for those that needed it. This work will be supported by other support staff following the loss of our ELSA at the end of the 22/23 academic year.

Pupil premium children continue to be a focus at pupil progress meetings with staff identifying specific actions taken to support them so that they can make the progress they need and reflecting on impact and next steps.



