

Bowness-on-Solway Primary School

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	Bowness-on-Solway Primary School
Number of pupils in school	35 + 5 (nursery)
Proportion (%) of pupil premium eligible pupils	5.7%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Stuart Walsh, Headteacher
Pupil premium lead	Stuart Walsh, Headteacher
Governor / Trustee lead	Rachael Holliday, Finance Chair and Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2,690
Recovery premium funding allocation this academic year	£1,000
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	£3,690

Part A: Pupil premium strategy plan

Statement of Intent Challenges

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

Challenge number	Detail of challenge
1	Pupils with complex needs, including speech and language, social communication, poor working memory and attention difficulties.
2	Assessments and observations suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Limited life experiences and opportunities to experience enrichment opportunities due to their SEND / disadvantage.
4	Assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

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
Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between PP and non-PP.
Increase reinforcement in reading and maths at home and in school.	Increase in reading ages and mental maths for PP pupils.
Pupils access an appropriate range of interventions to meet their SEND needs, including speech and language.	As their SEND needs are being addressed, PP pupils meet their targets set in R,W,M as a minimum.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil voice to reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work to be developed.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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: £2,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 3, 4</p>
<p>Retention of staff to ensure high staff to pupil ratios plus 1:1 and small group work for disadvantaged pupils.</p>	<p>EEF evidence finds that, <i>Small group tuition has an average impact of four months' additional progress over the course of a year... One to one tuition and small group tuition are both effective interventions.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 3, 4</p>

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

Budgeted cost: £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ● Quality first teaching for all pupils. ● Maths and English are high priority on school development plan and CPD plan. ● Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. 	<ul style="list-style-type: none"> ● EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. ● Sutton Trust – quality first teaching has direct impact on student outcomes. ● Training and supporting highly qualified teachers deliver targeted support. 	1, 2, 4
<p>Purchase web-based programmes to be used in school and at home:</p> <ul style="list-style-type: none"> ● Purple Mash ● Doodle ● Discovery Education ● Letter Join 	<p>EEF toolkit: parental engagement.</p> <p>EEF guide to pupil premium: targeted academic support</p> <p>EEF – digital technology: clear evidence that technology approaches are beneficial for writing and maths practice.</p>	1, 2, 4
<ul style="list-style-type: none"> ● TAs deliver timetabled interventions to pupils identified as in need. ● Speech and language therapist supports SENCO / TAs to plan and deliver speech interventions. ● Lego Therapy. 	<ul style="list-style-type: none"> ● EEF – oral language interventions consistently show positive impact on learning. <ul style="list-style-type: none"> ● High quality small group interventions. ● Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. ● Specialists lead CPD sessions and clinics with individual pupils and staff. ● Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. <p>EEF: social and emotional learning improves interaction with others and self-management of emotions. This impacts on attitudes to learning and social relationships in school, which increase progress and attainment.</p>	1, 2, 3, 4

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
---	---	---

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

Budgeted cost: £390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ● Cultural capital experiences promoted in the curriculum. ● Funding of trips including residential for PP. ● PP supported to attend sports events. ● Outdoor learning funded and encouraged. 	<p>Learning is contextualised in concrete experiences and language-rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>SHEU data.</p> <p>EEF: sports participation increases educational engagement and attainment.</p> <p>EEF: outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p>	3

Total budgeted cost: £3,690

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Use of the Pupil Premium to maintain high staff to pupil ratios and to enable 1:1 and small group work has led to increased progress and attainment for disadvantaged pupils in core subjects:

- A communication device has been embedded;
- 10 and 12-week *SALT Achieve* programmes were completed;
- The school's library collection has expanded, including an increase in the quantity of more challenging texts.

Class teachers report increased social interaction from pupils in receipt of the Pupil Premium.

During periods of remote learning, staff were engaged to support pupils including those identified as being disadvantaged.

Disadvantaged pupils have developed their cultural capital through enhanced learning experiences including educational visits. Children engaged with stop-motion activities resulting in opportunities to articulate feelings.