

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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	Little Bowden
Number of pupils in school	388
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	January 2023
Date on which it will be reviewed	Spring 2025
Statement authorised by	Senior Leadership Team
Pupil premium lead	Senior Leadership Team
Governor / Trustee lead	Chris Pollard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 47,090
Recovery premium funding allocation this academic year	£ 5,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 12,846 (committed)
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	£ 65,591

Part A: Pupil premium strategy plan

Statement of intent

Factors which we feel, in our school, affect the achievement of our disadvantaged children [and other vulnerable learners]

- Attendance
- Early opportunities for learning especially vocabulary and oracy development
- Learning Behaviours
- Emotional health and wellbeing
- Additional educational needs which affect progress and attainment
- Parental experience of education and involvement in their own child's education

At Little Bowden we feel that the key to unlocking potential of any primary child is to make them feel they belong, are confident and resilient learners. Children that know that they will achieve if they persevere. In order to achieve that we work with the whole family, work on their academic development as well as their social and emotional development. Ensuring that a child is happy and resilient by the time they reach secondary school will ensure that they have the opportunity to reach their potential.

To achieve this, we have:

- Employed a Counsellor for 1 day a week to support the children, families and staff members.
- Have termly meetings with the Curriculum Committee governors with a focus on pupil progress and attainment for PP children.
- Employed a Speech and Language Therapist 1 day a week.
- Employed our own Educational Psychologist 1 day a week.
- Employed a Family Outreach Worker 3 days per week.
- Employed a Pastoral Lead full time to work with families to support the child.
- Employ Pastoral Support worker.
- Employed additional staff to support children's learning.
- Have an enriched curriculum.
- Have after school clubs for free so that anyone can attend.
- Have a weekly Casper singing group for KS2.
- Hold breakfast clubs for the most vulnerable when appropriate.
- Utilise apps and software to support their learning.
- Forest school for targeted children.

Challenges

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

Challenge number	Detail of challenge
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1	Variability in the staff's understanding of the additional needs of pupil premium children. This can sometimes be a training need or lack of communication between key staff working with the child.
2	Limited self-regulation and self-assessment to drive own improvement as a learner.
3	Individual learning barriers for each child that are slowing progress from starting points
4	Low starting points on school entry for some disadvantaged children compared with the other groups e.g. smaller vocabulary, less exposure to print and broader enrichment experiences.
5	Parental involvement and engagement can be more difficult to achieve

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 continue to prevent gaps of PP children without additional needs from appearing	Gaps reducing year on year, with the caveat that the individual cohort's situation is taken into account.
Self-regulation and self-assessment are used to drive own improvement as a learner. Feedback and marking enables learners to self-regulate and drive their own improvement. Route to Resilience used to underpin learning.	Children's attitude to learning is improving, there are less fall outs and incidents at playtimes and children are using self-assessment to improve their outcomes.
Individual learning barriers for each child that are slowing progress from starting points are addressed.	Children identified, barriers are identified and mitigated and slowing progress improves.
To ensure opportunities to develop oracy, vocabulary and early reading are embedded through <ul style="list-style-type: none"> • Developing a structured approach to Talk Boost across EYFS • Developing purposeful teaching of oracy and vocabulary • Developing bespoke enrichment opportunities for children who have had little exposure to them 	Everyone a Reader project implemented. Evidence of Talk Boost seen in EYFS plans and practise. Vocabulary delivery consistent across the school and evidence of improved use of vocabulary seen in writing. Enrichment program evidenced and gaps are seen to be closing.

Parental involvement and engagement continue to be improved. Analysis of attendance at activities shows PP parental involvement on par with non-PP.	Parents voice is clearly heard. Pastoral team set up and improving children's situations and removing their barriers to learning. PP children taking part in various activities that they would not previously been exposed to. PP children's gaps are closing.
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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: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve teacher subject knowledge about age specific comprehension strategies and reading fluency and how to embed them in the curriculum to ensure all pupils become fluent and engaged readers.	Reading fluency has a direct link to the ability to comprehend texts. Rapid intervention in phonics will ensure that all children are accessing the phonics programme and gaps in learning are addressed effectively in a timely manner.	Across the school but targeting those in KS1.

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

Budgeted cost: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ extra teaching assistants time in year groups that have	This has been very successful in the past as a direct immediate intervention	Numbers to be assessed after identified.

particularly high PP numbers that require additional support.	to ensure children do not fall behind in attaining learning objectives on the day.	
Trained Forrest School leader to work with targeted children that need additional support outside of the classroom working with other likeminded pupils. £5000	Evidence of this having a big impact on engagement with lessons after several sessions that boost confidence and feelings of success.	In excess of 40 children experienced this.

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

Budgeted cost: £ 75500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide emotional support and therapeutic sessions to pupils in need. Teach children to use self-calming strategies and positive self-talk to help them deal with intense emotions and expand emotional vocabulary.	We have successfully used this approach in the past with the introduction of a pastoral/behavioural team. The EEF states the following: There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their peers. This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment.	TBA
Casper Singing Club to promote inclusion and provide an enrichment activity where all can succeed. Identified children that need additional support and friendship groups in school. £ 2000	See above.	Casper – whole of KS 2. Additional support and friendship groups catered for over 60 children over the academic year.

Employ a counsellor one day a week to support those that need it. £ 10000	See above	Rolling programme of children as need dictates. Ideally only seeing each child for a maximum of 6 sessions and if they require more, sign post them to an NHS counsellor.
Provided a family outreach worker to engage with hard-to-reach families and sign		TBA
post to services they may be able to access. £ 24000 Also employ a Family Liaison Officer to work alongside the above post holder. £9500		
Employ a Speech and Language Therapist to work with children that require support in this area. £ 4000	Oracy and communication are pivotal to accessing the full curriculum.	TBA
Employ a Pastoral lead to work across the school and with other schools to coordinate offers within the locality. £26000		

Total budgeted cost: £ 93000

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 2022 academic year.

A lot of resources were used to ensure the disadvantaged groups were catered for with the provision of laptops (where necessary), addition small group meetings, speech and language sessions and pastoral meetings. This had a huge impact on the children's mental health, resilience and attainment.

It was noted through soft data that pupil premium children did not fall further behind during the year but it was difficult to fully assess as data was not considered reliable due to the previous experiences of covid.

NFER data at the end of the summer term that Pupil Premium children had not fallen further behind.

The pupil premium finance has made a positive impact on the children's emotional and mental health, has enabled us to support them develop their resilience and feeling of belonging.

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
Counsellor	Gail Justice
Caspers Singing	Siobhan More

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?	Additional support in class.
What was the impact of that spending on service pupil premium eligible pupils?	On track academically.

Further information (optional)

Our strategy for pupil premium children is the same for all of the children in our care and that is to engage and support the whole family when in need or in crisis.

As such we have a Pastoral Team which includes a pastoral lead and pastoral support that engage with hard to reach families and sign post them to services that might help them. They also carry out home visits, offer parenting courses and support them filling in forms to gain the support that they need from other agencies.

We also have a counsellor for 1 day a week that pupil, staff and parents can access. This is seen a short series of sessions to assess whether we need to refer people onto NHS longer term support.

We have a speech and language specialist to support struggling children and an Educational Psychologist 1 day a week to ensure that child receive the support that they require.

We also have a trained member of staff that can offer Forrest school sessions to those children that we feel would benefit from this.