



Pupil premium strategy statement 2021 - 2022

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	Bowes Primary School
Number of pupils in school	532
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Effie Demetriou Headteacher
Pupil premium lead	Effie Demetriou
Governor / Trustee lead	Rachel Rees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131810
Recovery premium funding allocation this academic year	£14210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£146,020

Part A: Pupil premium strategy plan

Statement of intent

Bowes Primary School is committed to helping all children, no matter their experience, become successful learners who are confident individuals and have the strength of character to contribute positively to society.

Our curriculum aims to improve the life chances of all pupils by ensuring each child becomes:

- A **successful learner** who enjoys learning, makes good progress, achieves well and has a clear understanding of how learning happens.
- A **confident individual** with a body of knowledge which enables them to live a safe, healthy and fulfilling life.
- A **responsible, respectful and active citizen** who is emphatic and has the strength of character to contribute positively to society including on a range of community and global issues.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

Challenge Number	Details of Challenge
1	Phonics: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Attendance: Over the last year, attendance has been lower than the 2019 “national” for all pupils, with disadvantaged pupils having greater persistent absence. Punctuality: Over the last academic year, lateness, amongst disadvantaged pupils was generally higher than for non-disadvantaged pupils.
3	Oral language skills and vocabulary gaps: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Maths: End of year 2021 teacher assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in most year groups.
5	Emotional and social difficulties: Our observations show that many disadvantaged pupils need extra support and guidance in the management and self-regulation of their emotions and feelings often due to complex family situations.
6	Parental engagement and support: Our observations show there is a lack of parental engagement and support amongst our disadvantaged cohort of pupils.
7	Impact of the pandemic: Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing, oracy and maths. We have also identified a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard. • Disadvantaged pupils maintain high attainment in the Y1 phonics test.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils being no more than 4%, with no gap between disadvantaged and non disadvantaged pupils.
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is also evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • Pupils acquire an extensive range of vocabulary from a language rich environment that can be used in context.
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations; • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Providing pupils with access to resources, such as books, libraries, clubs and life experiences. • Providing pupils with the opportunity to attend/visit places they would not usually be exposed to as part of the school curriculum, with their peers. • Ensuring each disadvantaged pupil will attend at least one after school enrichment club each year. • Providing pupils with books and maths resources at home.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Parental engagement	<ul style="list-style-type: none"> • Parents have positive experiences with the school. • More parents attending learning conversations, class assemblies, concerts, parent workshops, volunteering and come learn with me events. • Pupils engage more with home learning.

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

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all staff (teachers and teaching assistants) in the principles and practice of first quality teaching is the most important lever to improve outcomes for all pupils, particularly disadvantaged pupils.	EEF Guide to the pupil premium Ofsted Report on the Effective use of Pupil Premium EEF Guidance report: Making best use of Teaching Assistants. Early Career Framework	1-7
Enhancement of our phonics teaching through whole school training of Read Write Inc supported by the purchase of online training and teaching materials.	Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3, 7
Enhancement of our maths teaching and curriculum planning, through purchase and use of the Mathematics Mastery Programme .	<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.</p> <p>The EEF guidance is based on a range of the best available evidence.</p> Improving Mathematics in Key Stages 2 and 3.	3, 4, 7
Continue to use MIDAS inference strategies to support teaching of Inference.	Research by Leicester University shows strong evidence that Inference training raises attainment in reading comprehension.	3, 7
Continue to implement and embed a knowledge rich curriculum to enhance cultural capital and social justice. This will involve the purchase of subject schemes of work, created by specialists, to adapt for the needs of our pupils.	Ofsted's research into the curriculum highlighted the importance of access to a progressive, sequential, knowledge rich curriculum for all pupils, as a significant lever to help reduce economic and social inequality.	1, 2, 4, 7

Targeted Academic Support

Budgeted cost: £74,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics support provided by specialist teacher for individual pupils/small groups from Reception to Year 6.	Phonics Toolkit Strand Education Endowment Foundation EEF	1
Introduce NELI programme in Reception led by two Deputy Headteachers to support the development of language and oracy.	EEF guidance - Preparing for literacy - additional 4 months progress; EEF toolkit - Communication and language approaches (+6 months progress)	1, 3, 6
High quality TA led interventions in English and Maths.	EEF guidance - Making best use of TAs - recommendation 5	1, 3, 4, 7
One to one tutoring via Third Space Learning for individualised targeted maths support.	EEF - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	4, 7
Continue to provide opportunities for pupils to engage in IDL Maths and Reading programmes.	The effectiveness of IDL – A summary of Research	1, 3, 4, 7
Continue to identify vulnerable pupils who will benefit from emotional support provided by experienced Pastoral and Learning Manager.	More frequent behaviour and mental health difficulties for disadvantaged pupils versus non disadvantaged pupils impacts on their academic progress.	5, 6

Wider Strategies

Budgeted cost: £29,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2, 6, 7
Mental health plans and individual risk assessments in place when necessary and targeted support available as and when needed.	EEF toolkit identifies that the following all have a positive impact. Behaviour intervention (+ 3months) Social and emotional learning (+ 4 months) Metacognition and Self regulation strategies (+ 7 months).	5, 6, 7
Curriculum focuses on resilience and mental health of pupils.	EEF - Children's University project	5, 7
Experiences and visitors planned for all pupils across the year with financial support given to disadvantaged pupils.	EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months)	7
Continue to subsidise/provide free Breakfast Club and After School Club for targeted families	EEF - Children's University project	6, 7
Subsidised EMS music tuition	EEF toolkit - Arts participation (+3 months)	5, 7
Introduction of Art Therapy sessions with specialist teacher for disadvantaged pupils.	EEF toolkit - Arts participation (+3 months)	5, 7
A varied program of Parent workshops.	Parental engagement with the school is key to the ongoing development of the child.	6

Total budgeted cost: £146,100

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.

Our internal assessments during 2020/21 suggest that the attainment of disadvantaged pupils was lower than non-disadvantaged pupils in reading, writing and maths, particularly in Reception and `KS1.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by providing every pupil with a chrome book and access to the Google Classroom.

Pupil wellbeing

Our assessments and observations indicated that pupil wellbeing and mental health was impacted by Covid 19 last year, with the impact particularly acute for disadvantaged pupils. Pupil premium funding contributed to providing bespoke support through the use of extra adults, paper resources, prior to the use of Google classroom, daily check-ins with vulnerable families and facilitating the use of chrome books for every child. During lockdown 1 and 2, all disadvantaged pupils were invited into school to receive additional support with academic learning and to help meet their social and emotional needs.

Externally Provided Programmes

Programme	Provider
NELI	Nuffield foundation-funded academics

Further Information

Additional activity

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.