

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	Bow CP School
Number of pupils in school	127
Proportion (%) of pupil premium eligible pupils	27%
Academic year that our current pupil premium strategy plan	2021 - 2022
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	T Neal – Chair of Governors and L Hodgson - Headteacher
Pupil premium lead	L Hodgson
Governor / Trustee lead	T Neal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 45,730
Recovery premium funding allocation this academic year	£ 18,270
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	£ 64,000

Part A: Pupil premium strategy plan

Statement of intent

Bow Community Primary school is committed to providing the best possible education for every pupil. We have high expectations and aspirations for all our pupils and firmly believe that no child should be left behind. We aim to ensure that all our children have access to the same learning opportunities as their peers and this includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged.

Key Principles:

High Expectations provide a culture where staff believe that all children can perform well. We strive to overcome barriers to learning for pupils and ensure that each pupil can succeed.

Early Intervention ensures that children are supported as soon as a need arises. Pupils have access to a range of support from skilled adults and a strong emphasis is placed upon early reading and number skills.

Inclusive Provision is provided for all pupils irrespective of whether or not they are socially disadvantaged, as not all pupil premium children are at risk of underachievement

First Quality Teaching ensures that all pupils have access to high standards of teaching, encompassing good planning, marking and assessment as well as CPD opportunities.

Identification of need amongst pupil premium children allows teachers to target specific areas that a pupil may be struggling with and provide them with support to overcome that issue. Ongoing assessment and dialogue help both the teacher and the child to work together and progress.

Challenges

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

Challenge number	Detail of challenge
1	Reading and Comprehension skills
2	A dip in writing skills
3	Maths skills
4	Attendance and punctuality issues
5	Behaviour and emotional difficulties
6	Lack of resources to support homework

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
1: Achieve national average progress scores in reading in KS1 and KS2	Ensure at least 80% achieve expected standard in Phonics Screening Ensure KS1 and KS2 assessment shows expected progress in KS1 and KS2 reading assessment
2: Achieve national average progress scores in writing in KS1 and KS2	Ensure KS1 and KS2 assessment shows expected progress in KS1 and KS2 writing assessment
3: Achieve national average progress scores in maths in KS1 and KS2	Ensure KS1 and KS2 assessment shows expected progress in KS1 and KS2 maths assessment
4: Improve attendance and punctuality for pupil premium children	Pupil premium children show improvement in punctuality and attendance across the year
5: Support those pupils who are struggling with behaviour and emotional difficulties	Pupils are able to identify own issues through whole class lessons Pupils know where to go for help
6: Show increase in pupil premium children engaging with homework	Pupils are able to complete work at home with resources provided Attendance at lunchtime club for homework completion Increase in homework submitted by pupil premium children

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: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure literacy teacher Attends CPD	EEF Professional Development	1 and 2
Ensure maths teacher Attends CPD	EEF Professional Development	3
Support small groups of pupils with extra phonics tuition	EEF diagnostic assessment	1
Small group reading	EEF diagnostic assessment	2
Small group maths	EEF diagnostic assessment	3

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group phonics interventions	EEF Improving literacy: small group with Teacher or TA	1 £8,000
Small group reading interventions	EEF Improving literacy: small group with Teacher or TA	1 £12,000
Develop vocabulary within spoken, written and comprehension interventions	EEF Improving literacy: whole class and small group with Teacher or TA	2 £5,000
Develop pupils speaking and listening skills - whole class and small group	EEF Improving literacy: small group with Teacher or TA	1 & 2 £5,000
Develop comprehension skills –	EEF Improving literacy: small group with Teacher or TA	1 & 2 £8,000

whole class and small group interventions		
Improve maths - whole class and small group interventions	EEF Improving Maths:	3 £12,000

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance and punctuality	EEF: Working with parents to support children's learning	4 £1000
Support those pupils who are struggling with behaviour and emotional difficulties – both in school and after school	EEF: Working with parents to support children's learning	5 £2000
Support those pupils who lack resources for homework	EEF: Working with parents to support children's learning Provide resources to enable homework completion, including a club in school time	6 £2000
Support pupils to feel included: uniform, educational visits, after school activities, music tuition	EEF: Working with parents to support children's learning	6 £5,000

Total budgeted cost: £ 64,000

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests.

Pupils did not undertake SATs or other assessments in school at the end of the 2019-2020 academic year, this meant that we needed a baseline to start from in September 2020. Teachers needed to discern, the levels that pupils would be starting from and measure the gaps, so that they could plan effective lessons that would enable pupils to 'catch-up' as well as move forwards. All pupils undertook a series of baseline measurements on returning to school in September 2020, for reading, writing and maths.

All end of year 2021 performance measures were compared to the data from the September 2020 assessments. No statutory measures are available for national comparison.

September 2020 – July 2021	Reading - points progress	Maths - points progress	Writing - points progress
Pupil premium progress	2.74	2.81	3.1
Non-pupil premium progress	3.64	3.24	3.6

Outcome 1

Pupils need to be stable and supported to engage with learning

Pupils engaged with support staff and teachers using a range of mental health initiatives in the autumn and summer term last year to help overcome anxieties: General mental health awareness and Building resilience.

Staff worked alongside pupils to discuss worries and were better equipped to help pupils as a result of this.

Outcome 2

Writing standards, including spelling skills to be improved

Extra opportunities for writing, handwriting and spelling were created and supported by staff in the autumn term – December assessment results showed good progress by the end of the first term.

During spring lockdown, teachers and TA's continued to support children at home via zoom meetings on a one-to-one, small group and whole class sessions to continue to support pupils.

Outcome 3

Reading skills to be improved, including comprehension

Phonics skills were practised on a daily basis during school sessions and although we had a spring lockdown, we undertook Phonics assessment in June 2021 and 75% of pupil premium children pupils attained a pass.

Reading comprehension on return to school was below ARE across the school. Actions are in place to raise this by the end of the next academic year.

Outcome 4

Improve attendance rates

Attendance has improved across the school, when comparing 2019-2020 to 2020-2021. We can now see a narrowing of the gap between pupil premium and non-pupil premium children

	% Authorised absence	% Unauthorised absence	% Attendance
Pupil premium 2019-2020	12.00	0.73	87.27
Non pupil premium 2019 - 2020	8.90	0.40	90.70
Difference	+3.10	+0.33	+3.43
Pupil premium 2020 – 2021	4.06	1.84	94.10
Non pupil premium 2020 - 2021	3.33	0.43	96.24
Difference	0.73	1.41	+2.14

Outcome 5

Improve parental engagement

The majority of parents had high levels of engagement with the school, albeit at arm's length due to COVID restrictions. This in turn has hampered the way that we can improve levels of engagement on a face to face basis, although we had 92% attendance at Parents' Evening and we continue to utilise class emails and newsletters to keep parents informed.

Outcome 6

Ensure that PP children are included in school via all-inclusive strategy

Pupils were included in all visits (walking within the village during lockdown)

Pupils were given free school uniform (comprising polo shirts and school sweatshirts/cardigans)

Pupils continued to access music provision, both face-to-face and online (during lockdown).

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?	Service premium allocation was spent supporting service children with additional support for reading and writing
What was the impact of that spending on service pupil premium eligible pupils?	The impact for these children was that they made average progress for their year groups, across reading, writing and maths.