

Pupil premium strategy statement – Bowdon Church School 2022-23



This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview at December 2022

Detail	Data
Number of pupils in school	626
Proportion (%) of pupil premium eligible pupils	4.6%
Academic year/years that our current pupil premium strategy plan covers	2022-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Sam Halliwell, Headteacher Glenys Lambie, Chair of Governors
Pupil premium lead	Sam Thompson, KS2 & Assessment Lead
Governor lead	Amy Unwin, Parent Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (£1385 per eligible child)	£27,340
Recovery premium funding allocation this academic year (£145 per eligible child)	£4060
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£31,400

Part A: Pupil premium strategy plan



Statement of intent

I came that they may have life, and have it abundantly

John 10:10

We are an inclusive school and are committed to securing excellent outcomes for all pupils, especially those who are educationally disadvantaged.

We define educationally disadvantaged as any child who faces a barrier(s) to learning. This may include those who are in receipt of Pupil Premium.

We use approaches to teaching, learning and assessment that allow us to review each pupil's barriers and put in place plans to support those most in need at any given time.

Our aims are unapologetically ambitious for all of our children:

- every child to be on track to secure at least age-related expectations by the end of Year 6 (unless there is an identified long term educational barrier)
- close the attainment gap between those who are educationally disadvantaged and those who are not
- the attendance of educationally disadvantaged children is closely monitored, is above 95%, and if not, there is evidence of school intervention to promote rapid improvement
- our children feel and are safe, secure and happy, and avail themselves of our pastoral provision when needed
- our children are engaged, inspired, successful and resilient learners who make a smooth transition to the next phase of their education

These aims flow from our Christian ethos of inclusion, care and aspiration for every child. They underpin the decisions we make and how we allocate resources to support those most in need.

Our goal is that every child leaves our school having acquired the knowledge, skills and cultural capital they need to succeed in life: that they are well-prepared socially, academically and emotionally for the next stage in their schooling journey.



Challenges

This details the key challenges that we have identified among the disadvantaged pupils in our context:

Challenge number	Detail of challenge
1	The social and emotional <u>pastoral needs</u> of our educationally disadvantaged children are generally greater than those of other children. They are referred to, and avail themselves of, the support provided by our internal pastoral team and the external professionals we work with more often than their peers.
2	We see in our educationally disadvantaged pupils a <u>lack of confidence, resilience and independence.</u>
3	Our assessments, observations, and discussions with pupils have indicated <u>underdeveloped oral language skills and vocabulary gaps.</u> These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	A <u>strong reading culture in the home is more likely to be lacking</u> in our educationally disadvantaged children. This impacts their early attainment and progress in Reading and later, their attainment and progress in Writing.
5	<u>Core Maths knowledge is lacking</u> in many of our disadvantaged children - at school entry they have lower numerical awareness than their peers and this continues through KS1 and KS2.
6	Many of our educationally disadvantaged children have <u>complex home lives</u> : parents who work long hours, split parenting, large families, and parents who are struggling with their own mental health. This can impact their children's attendance, punctuality and preparedness to learn.

Intended outcomes



Intended outcome	Success criteria
<p>Every child feels safe, secure and happy, benefitting from our strong pastoral offer, meaning that they are ready to learn and will be successful.</p>	<p>Pupil wellbeing surveys indicate pupils feel safe and secure in school and know how to seek support. Barriers to learning are understood and being systematically dismantled. Resilience is being cultivated and confidence built.</p>
<p>Vocabulary gaps and a lack of oral language acquisition have been addressed by engagement with external professionals and by staff internally, who have been trained to support children presenting with these issues.</p>	<p>Sessions have been delivered both by external and internal staff and targets for them met. Staff have attended training and feel confident supporting children. Assessments and observations 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.</p>
<p>Every child performs in line with or exceeds their own prior attainment by the end of Year 6 in Reading, Writing & Maths (unless there is an identified long term educational barrier)</p>	<p>All of our educationally disadvantaged children attain a scaled score of 100 or more in Reading and Maths KS2 SATS and meet ARE (Age Related Expectations) for Writing. Their average progress score is equal to or higher than their non-disadvantaged peers.</p>
<p>Close the attainment gap between those who are educationally disadvantaged and those who are not by delivering provision which accelerates progress. Our 2022 KS2 data told us that Reading and Writing are the areas in which our disadvantaged children trail against their peers, and so these are our focus areas.</p>	<p>Teachers 'spotlight' disadvantaged children in order to implement early interventions in core subjects to address gaps in learning. They are discussed in termly Pupil Progress meetings and on agenda for Governor Curriculum & Assessment meetings. Their progress in Reading and Writing is accelerated.</p>
<p>Core Maths knowledge is secure, evidenced by strong performances in Year 4 MTC (Multiplication Tables Check)</p>	<p>All Year 4 children attain a score of >20 and over 50% of our children achieve full marks</p>
<p>Attendance rate above 95% or if not, evidence of rapid improvement.</p>	<p>Attendance rate of disadvantaged pupils is at least 95%. Strong support provided by school for pupils/parents whose attendance is below 90% - pastoral team intervention; on SLT radar.</p>

Activity in this academic year



This details how we intend to spend our pupil premium (and recovery premium) **this academic year** to address the challenges listed above.

Teaching & Learning

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding oracy across the school curriculum. This will support children to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	3
Purchasing of standardised termly testing	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or adaptations to teacher instruction	3, 4, 5
Enhancement of our maths teaching in line with DfE and EEF guidance.	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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	5
Coding and analysis of Reception Baseline data, which identifies children's starting points	If we are aware of prior knowledge and skills, then this enables us to diagnose children's needs promptly and respond to them. We have developed our own coding system.	3, 4, 5
Training and release time for teachers, to ensure that their subject knowledge is optimal and they are using best practice pedagogy	The EEF Guide to Using Pupil Premium states that schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. EEF: Pupil Premium Menu	3, 4, 5

Targeted academic support



Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to FFT, which includes a diagnostic Reading Assessment tool that identifies gaps in phonics and reading fluency capability in KS2 children	Phonics approaches have a strong evidence base indicating a positive impact on pupils. Phonics Toolkit Strand Education Endowment Foundation EEF	3, 4

Wider strategies

Budgeted cost: £10,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with external providers of mental health and behavioural support	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1, 2, 6
Providing financial support for families to enable purchase of school uniform, access to extra-curricular activities and school experiences.	A number of families rely on our support to enable their child to fully participate in school life. It is a part of our culture and ethos that financial barriers do not prevent full access.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £31,400

Part B: Review of the previous academic year: Outcomes for disadvantaged pupils



We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics screening results and our own internal assessments.

Schools were not required to publish their 2022 key stage 2 results. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic.

However, we chose to share our results on our website, as we are justifiably proud of the performances of our children, which reflect the hard work of our staff. The results can be viewed using the following link:

<https://primarysite-prod-sorted.s3.amazonaws.com/bowdon-church-school/UploadedDocument/3632520b-6935-44c5-822b-50089b7e57c1/bcs-data-summary-summer-2022-2.pdf>

The performances of all of our children, including those who are disadvantaged, were strong:

Year 1 Phonics Screening: one Pupil Premium eligible child did not pass the screening. We are working with that child to ensure accelerated progress in Year 2. By the end of Year 2, all of our children, including those who are disadvantaged, had passed. This reflects our relentless focus on excellence in teaching Phonics and early reading, an approach which is supported by extensive evidence: [Phonics | EEF](#)

Year 2 SATs & Teacher Assessment : 75% of our Pupil Premium eligible children met ARE in all 3 core areas (Reading, Writing and Maths). 50% of our eligible children achieved Greater Depth in Reading. Children who did not meet ARE are making rapid progress in Year 3.

Year 4 Multiplication Tables Check: All of our Pupil Premium eligible children achieved scores of 20 or above on the MTC, including 2 who have additional needs.

Year 6 SATs & Teacher Assessment: All of our Pupil Premium eligible children achieved scaled scores of 100 or more in Reading and Maths. 17% achieved Greater Depth in Reading and 50% achieved Greater Depth in Maths. Their average progress in Reading and Maths combined, at 2.5, matched the average of all other children. All performed in line with or exceeded their own prior attainment.

Our disadvantaged children received their entitlement to a full and rich education. They participated in theatre visits, attended all school trips and, where relevant, went on residential. They took advantage of the extra-curricular club activities offered to them and participated in other activities including an author visit (where only pupil premium children were selected) and transition activities offered by local selective secondary schools. Their pastoral needs were met by a well-staffed team who engaged in regular meetings with them regarding their wellbeing.

Those who left our school in Summer 2022 had, where needed, enhanced transition arrangements.

We believe that we delivered on our statement of intent, that our children should have life, and have it abundantly.