

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	Bowdon Church School
Number of pupils in school	625
Proportion (%) of pupil premium eligible pupils	4.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs S Hudson
Pupil premium lead	Mr D McCarthy
Governor / Trustee lead	Mrs A Unwin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,210
Recovery premium funding allocation this academic year	£11,940
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	£39,150

Part A: Pupil premium strategy plan

Statement of intent

Key Principles

At Bowdon Church School, we spend our pupil premium funding on a variety of school-based academic interventions, social & emotional initiatives, and reducing pressure on families' expenditure on school related activities. This has had an overall positive effect on progress, attainment and wellbeing for our pupils.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, have positive mental wellbeing and will be the best that they can be in 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. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Inclusive Quality First 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 objectives for Pupil Premium spending

- To provide high quality learning experiences across the curriculum
- To provide additional support and intervention to ensure disadvantaged children achieve their potential
- To provide personalised social and emotional support to disadvantaged children to maximise their wellbeing
- To provide extra home/school support to help overcome any barriers to learning that may affect their wellbeing or academic achievements
- To provide additional support to families so that children are able to take part in a wide variety of extra-curricular activities.

How does the pupil premium strategy plan work towards achieving those objectives?

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. 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're 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
- ensure disadvantaged children have a positive mind-set towards their achievement
- ensure all children, regardless of family circumstances, have equal access to wider opportunities at school

Challenges

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

Challenge number	Detail of challenge
1	A number of our disadvantaged children also have complex special educational needs and this impacts on their overall attainment and progress. They require specialist support and intervention to enable them to make progress.
2	Some of our disadvantaged pupils didn't attend our reduced provision during the two lockdown periods and this has impacted on their current attainment. We are targeting individual areas of need, highlighted from on-going assessments. Priority is given to the core subjects.
3	Lack of engagement from some parents, e.g. attendance at Parents' Evenings, support with homework, children attending extra-curricular activities
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with their social, emotional and mental health needs. This negatively influences their academic development and progress.
5	All children's social and emotional wellbeing has been affected by their experiences through the pandemic. By using a social and emotional questionnaire at regular intervals in the academic year, we'll be able to support all pupils with these issues so they can make progress.

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
Support disadvantaged pupils to make good or better progress so that they reach their end of key stage targets.	<p>Please note these targets are based on children's current attainment and their aspirational targets.</p> <p>Reading</p> <p>For all disadvantaged pupils, without additional identified SEN, at the end of KS1/2 to achieve the expected standard and for 25%+ to achieve above the expected standard. For all disadvantaged pupils in EYFS to achieve a good level of development (GLD) in reading.</p>

	<p>Writing</p> <p>For all disadvantaged pupils, without additional identified SEN, at the end of KS1/2 to achieve the expected standard and for 15%+ to achieve above the expected standard. For all disadvantaged pupils in EYFS to achieve a good level of development (GLD) in writing.</p> <p>Mathematics</p> <p>For all disadvantaged pupils, without additional identified SEN, at the end of KS1/2 to achieve the expected standard and for 25% to achieve above the expected standard. For all disadvantaged pupils in EYFS to achieve a good level of development (GLD) in maths.</p>
Support disadvantaged pupils to thrive emotionally and socially.	Our Pastoral Team effectively supports disadvantaged children so that any barriers to their learning or emotional wellbeing are addressed. Supported by our new Mental Health Support Practitioner, who will be attending school one day a week.
Financially support disadvantaged pupils to access extra-curricular activities and school trips.	Record financial assistance provided to families towards the cost of uniforms, extra-curricular activities after school and school trips, including residential trips.

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: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff members trained in Emotional Literacy Support Assistance (ELSA). Delivering pastoral support for children identified	Provision of pastoral support and ELSA personnel - EEF rates this as having a moderate impact for low cost.	4, 5
1 Provide therapeutic intervention around sensory needs.	The evidence base is small with few studies in the UK, and international studies mostly focused on children with autism. Improves alertness or dampens high states of arousal in children via calming strategies. This in turns enables children to focus better in lessons and reach their potential.	1, 4, 5

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

Budgeted cost: £ 14,430 + £11,940 (catch-up/Recovery funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision Teaching - PP children's areas of development to be identified and children to make accelerated progress.	Evidence from EEF shows that when using TAs to deliver 1:1 interventions, they are more effective when using a structured programme, which Precision Teach is.	1, 3
Children in KS2 will be supported in reaching their academic targets through additional tutoring before school.	EEF evidence on effectiveness of small group interventions (moderate impact for low cost); data on internal tracking system Insight highlighting children who have fallen below their Prior Attainment Group (PAG)	1, 2, 3

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

Budgeted cost: £6,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Management strategies including Restorative Approaches and Zones of Regulation (self-regulation)	EEF rates behaviour interventions as having a positive impact for moderate cost. Children need positive reinforcement and clear expectations when it comes to behaviour in school. Self-regulation is rated by EEF as having a very high impact for a very low cost (based on extensive research)	4,5
Provide financial support with trips, uniform - £100 per child for children on FSM + additional support with financing residential trips.	EEF rates this support for uniforms as having an unclear impact for a very low cost. It enables All children to access the same experiences provided by school, irrespective of home finances.	3, 4

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.

In 2020-2021, 91% of non-PP children in KS1 made expected or better than expected progress in reading, 82% in writing and 92% in maths. There was only 1 pupil entitled to PPG and they did not reach the expected standard in maths, reading or writing, but had missed a significant amount of school in the previous 4 terms due to school closures because of COVID.

100% of pupils eligible for PPG in 2021 passed the phonics screening test, in comparison to 89% of pupils not eligible for PPG.

At the end of KS2, 94% of non-PP children made expected or better than expected progress in reading, 91% in writing and 98% in maths. These figures were 86%, 57% and 71% respectively for those children in receipt of PPG.

We provided access to online, live and recorded learning for all children during Lockdown, but not all children accessed this for a variety of reasons – parental support and access to devices being the primary reasons for PP children. Devices were issued to some of these families and the pastoral team were in regular contact with all these families to provide both emotional support and in some instances made visits to homes delivering learning resources/activity packs directly.

We are considering increasing the uniform budget and general financial support for families in receipt of PPG next year due to the significant increase in the cost of living.

The importance of the pastoral team to the general wellbeing and mental health of all students has grown significantly over the last year which has resulted in the addition of the Mental Health Support Practitioner to the school team this year.

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
Play Therapy	Equilibrium and Enablement (eQe) Ltd

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?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable