



Learn, Share, Enjoy

Pupil Premium Strategy Statement: Bow CP Primary School

COVID update: In March 2020, the government closed schools to all but a few children – children of keyworkers, the most vulnerable and those with a social worker. The school remained closed to all children until September 7th, with the exception of Years 6, 1 and R, who were able to come back into school from June 4th 2020. Due to a wide range of restrictions, children had to be spaced out within class, at least 1 metre apart, which severely impacted the number of pupils that we could accommodate. Our year 6 children were split into two halves and each attended school for 2 days per week. Not all our Year 1 and Reception children came into school during this time, with many parents choosing to keep their children at home.

School offered remote learning activities, which were posted on class platforms and were accessed by many children, but not all during these difficult times. This has had a huge impact on pupils learning and attainment. The results below were taken from the last formal assessments, held in March 2020.

1. Summary Information			
School	Bow Community Primary School		
Academic Year	2019-2020	Total PP budget	£41220
Total number of pupils	125	Number of eligible pupils	31 + 1

2. Current Attainment – based on assessment March 2020 (2 terms progress)		
	Pupils eligible for PP in school	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	49%, 49% and 63%	71%, 74%, 71%
Progress made in reading	+2.06	-0.73

Progress made in writing	+1.59	-0.06
Progress made in maths	+2.09	-0.76

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Reading and comprehension skills have dipped significantly during lockdown for children. Language acquisition and the range of vocabulary is poorer in PP children than their peers. KS1 reading is noticeably poorer (Year 2 now in year 3) and year 1 children (now year 2 pupils) require extra support and catch-up for phonics development, over and above the norm.
B.	Writing skills have dipped during lockdown, particularly spelling. A significant dip in writing skills has been noted, in connection to letter formation, spelling, punctuation and grammar, as well as day to day writing stamina. These elements require focus teaching and precision teaching for those pupils who are struggling to maintain focus on return to school.
C.	Significant increase in number of children who are presenting with emotional, social and mental health issues. More pupils are appearing dysregulated and unable to contain emotional outbursts (KS1), with children further up the school presenting with shorter attention spans and inconsistent behaviours, affecting learning.

External Barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Low attendance rates – this is including pupils who are arriving late to school on a regular basis. Lessons have begun and children who arrive late take longer to settle as they join a lesson after it has started.
E.	Significant issues related to mental health and stress in pupils' home circumstances due to lockdown / COVID-19

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	Reading skills to be improved so that at least 50% of pupils are achieving age related expectations (ARE)	PP (without SEND) Assessment tests will measure improvement and results will be in line with their peers Children identified for catch-up see gains on test scores Increased confidence levels Star reader and comprehension test results will have improved PP (with SEND) children achieve attainment and progress in line with their starting point.
B.	Writing standards to be improved, including spelling so that pupils are achieving age related expectations (non SEND PP children) or achieving	Identification of areas for improvement will drive planning Robust assessment will measure success

	attainment and progress in line with their starting point (SEND PP children)	
C.	Pupils need to be in a stable emotional state and feel supported to be able to engage with learning	Pupils engagement with learning improves – hand up, offering responses Teachers will see pupil levels of engagement in class improve Teachers will see pupils ‘having a go’ Decrease in number of incidents being reported / entries onto CPOMS Circle time is effectively used, children feel able to contribute Fewer children being mentioned during pupil catch-up at staff meetings
D.	Attendance rates are monitored and pupils are in school	% attendance is above 95% Reduction in number of letters / meetings with parents
E.	Parents engage with school as much as possible to support child	Parents have regular contact with teacher or teaching assistant discussing any issues including difficulties arising at home Staff are aware of difficulties so that they can support pupils
F.	Ensure that PP children are included in school via all-inclusive strategy	Ensure access to school uniform and PE kit is available Subsidised educational visits & residentials Cover costs of music tuition for children with PP in school via peripatetic music teacher Cover costs of after school club fees (where applicable)

5. Planned Expenditure

Academic Year					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and whole school strategies					
i. Quality of teaching for all					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff / Lead	When will you review implementation?

<p>Pupils need to be in a stable and supported place to engage with learning</p>	<p>Pupils will have regular opportunities to access RSHE and emotional logic resources via teachers and teaching assistants (based on 5 support assistants across 5 classrooms 5 x £14.69 x 38 = £2791.10</p> <p>Emotional Logic Resources purchased x 2 for KS1 and KS2 = £300 = £3091.10</p> <p>Pupils will be taught under the new arrangements for RSHE – No charge</p> <p>Pupils will have opportunities for sensory breaks, which include time out of class supported by a teaching assistant 5hrs x £14.69 x 38 = £2791.10</p> <p>1: 1 support with pupils to access a range of resources for sensory breaks 2.5hrs x 4 x £14.96 = £149.60 x 38 = £5684.80</p> <p>Administration of Boxall profile to identify those pupils who are really struggling with self esteem, learning, turn taking etc. . Time to prepare the resource boxes that support the development of those areas of need and make changes to the structure of the day</p>	<p>If pupils are worrying about home circumstances, COVID-19 or other things, research shows that they are less likely to engage and make academic progress</p> <p>The new RSHE curriculum underpins a lot of curriculum delivery about relationships and health, especially mental health which will support pupils own development. Teachers to deliver the new curriculum which will support children who are experiencing difficulties with their own emotions and relationships</p> <p>PP children who are struggling and are overwhelmed within class can be taken out and have a sensory break to enable them to re-centre themselves</p> <p>Some pupils have a range of needs that mean they need 1:1 support each day to support their level of need</p> <p>Pupils exhibit behaviours in class which impact on other pupils. Use of the Boxall profile can highlight behaviour traits and patterns – diagnostic support can them be provided once the test have been completed and can evolve through a whole class or individual delivery to improve language, memory, thinking skills, sharing and turn-taking</p>	<p>Arrangements made for staff refresher training to take place for teachers and TA's</p> <p>Undertake further opportunities for RSHE to take place on weekly timetables. Mental health and wellbeing visitors scheduled to come and talk to children</p> <p>Purchase of sensory equipment, for boxes in each classroom</p> <p>Class drop-ins to determine quality of sensory breaks</p> <p>Work books will be scrutinised for quality of work Reduction in number of CPOMS entries per identified pupil. Progress will be monitored through learning assessments</p>	<p>Lesley Hodgson</p> <p>Ali Gillard</p> <p>Lesley Hodgson / Alison Gillard</p> <p>Alison Gillard</p> <p>Ali Gillard</p> <p>Lesley Hodgson / Chris Johnston / Amy Harvey</p>	
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	20 mins per week x 5 = 1.66 hours per week @ £14.69 x 38 = £926.64 Cost of resource boxes per class to include Headphones, liquid timers, liquid spiral timers, cushion balls, twirly sticks, soft ball, spiky ball £45.00 per box x 5 = £225.00	Recent training via DCC, illustrated the impact of low level behaviour for the class and the learner. Resourcing within a class a range of support mechanisms can help reduce disruption and calm children who present with anxiety or low self-esteem	Level of impact on class will be noted by teacher CPOMS entries will be reduced. Academic progress will be examined by SENDCO	Delivery will be monitored via SENDCO,	
Total budgeted cost					£12,718.64
ii. Targeted support					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Writing standards, especially spelling skills improve and a higher number of pupils attain ARE	Extra opportunities for writing will be created throughout the day in addition to spellings, punctuation and grammar activities being delivered to specified groups. These opportunities will be supported by teaching assistants working with small groups. (5 x 40 mins per day x £14.69 per hours x 5 days x 38 weeks = £9210.63 Oral rehearsal skills used to lower ability pupils, to increase writing confidence – part of above cost Opportunities for self-assessment will be used so that pupils improve editing skills – no charge Conferencing of pupils by the class teacher to help with areas that may be presenting as difficult for the pupil	Recent writing assessment and spelling tests indicate lower performance than teacher assessments undertaken at the end of the spring term. Addressing difficulties in small groups or helping to structure writing has helped pupils in the past. Pupils need to develop editing skills, and can do this via self-assessment to predetermined criteria,	Planning will ensure that writing is taking place frequently. Ongoing assessments will determine improvements Book scrutiny will show how well PP children are doing when measured against their peers Lesson observations will monitor PP interaction during lessons Drop-ins will highlight practice going on throughout the school	Chris Johnston Lesley Hodgson to oversee	These will be monitored on a half termly basis – on going.

	once a week. 5 x £20 x 38 = £3,800				
Reading skills to be improved and a higher number of pupils attain ARE	<p>Pupils are supported to access extra reading / phonics to be taught daily to specified groups across 3 classrooms 3 x 0.5 x 5 x £14.69 x 38 = £4186.65 Annual Accelerated Reader subscription £268.80 pp ratio Phonics will be delivered to pupils via Teaching Assistants in EYFS and KS1 using Phonics Play subscription (subscription = £110.00)</p> <p>Pupils will be supported to access guided reading to be seen daily in every classroom)</p> <p>Teaching assistants to deliver precision focused teaching to children to help with reading fluency and accuracy on a daily basis 4 x 1hr @ £14.69 x 5days x 38 weeks = £11,116.44 Reading comprehension activities to be a daily activity across the school which are available from Twinkl (subscription 3 x £90 = £270)</p> <p>Release time for Literacy Lead to implement reading and writing programme, time to prepare for training, drop-ins, book scrutinies and lesson obs ½ day per week 2.5 hrs x £39.94 x 38 = £3794.30</p>	<p>Low scores on assessment, pupils fallen behind. Extra time spent to catch up Accelerated reader has a great track record of increasing reading ages of boys in particular due to its slow, graded approach to increasing vocabulary Daily work on Phonics ensures that children will develop effective fluency and decoding skills with letter recognition</p> <p>Teacher led guided reading activity to model reading, hear readers aloud and check comprehension verbally</p> <p>Practise on reading comprehension to allow children to develop techniques required for success</p>	<p>Curriculum timetable to be pared back</p> <p>Use of catch-up funding to employ additional adult/s to teach extra curriculum</p> <p>Come off timetable to teach additional reading activities Support staff to help deliver extra reading, phonics and guided reading sessions</p> <p>Use of a PE coach to give staff time to work with PP children on catch-up activities and 'unpicking' areas where children are experiencing difficulty</p>	Chris Johnston Lesley Hodgson to oversee	
Total budgeted cost					£32,756.82
iii. Other approaches					

Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Attendance rates are monitored and pupils are in school	Half- termly catch up with admin staff to look at attendance registers to determine anyone who is falling behind Support staff to access SIMS data base and compile reports	Attendance rates are monitored and pupils are in school	Use of SIMS to determine attendance rates	Lesley Hodgson	Reviewed each half term
Parents engage with school as much as possible to support child	Increase communication to parents with reassurance Signpost parents to places that can help during these difficult times, as and when identified through County newsletters Offer parents telephone consultation in absence of face-to-face meetings Encourage parents to support pupil learning and engage with it via writing in reading diaries and support online learning for Ed Shed, TT Rockstars and Homework	Difficult time for parents currently, as they are not in attendance on the school premises, so increased communication to inform them what is going on in school. Parents are able to email class teachers using the class email address, but can also speak with staff on the telephone at a pre-arranged time to discuss any concerns. If pupils are engaging in their home learning, then parents are helping children and encouraging them to engage in their child's learning.	Opportunities for parents to contact school teacher via email or telephone Letters to parents Bow Times for updates Catch up time during staff meetings will help determine how well parents are supporting children with home learning, as evidenced through reading diary records, increased participation in online learning and submitted homework	All teaching staff	Termly
Ensure that PP children are included in school via all-inclusive strategy	Ensure that school uniform is available for PP children across the year as they grow. (£2,593.50) Subsidise all educational visits and residentials across the school (£1,500) Access for all PP children to 1:1 music tuition in school (£1,000)	Increased number of pupils now on PP – parents with limited income. To ensure that children do not feel excluded, or not 'fit-in' making school shirts, sweatshirts (twice a year) and book bags (once a year) available for pp children helps increase sense of belonging..	Ensure that PP children are included in school via all-inclusive strategy, through making school uniform available, reduction in costs for visits and helping to attain musical skills and knowledge through music lessons.	Lesley Hodgson	Termly
Total budgeted cost					£5,093.50

6. Review of expenditure				
Previous Academic year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons Learned	Cost
Improve vocabulary skills for PP children across the year groups	Staff were trained to deliver this	Interrupted before it could be concluded Early results were beginning to see an improvement	This was providing focus on an area that could be targeted across the school with benefits for pupils	
Promote reading across the school for lower and middle PP children	Staff were briefed on this and it was implemented	Introduced, early results were good (spring term data). Final data disrupted by COVID-19	This is a whole school approach this year	£10,000
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons Learned	Cost
Extra support and input for pupils with social, emotional and mental health needs	Use of Boxall profile to identify those children who were struggling. Supportive measures were introduced and instances were mitigated through interventions Use of support assistants to deliver interventions and	Reduction in number of children who were struggling continuously Wider benefits were felt by class	Support continued for those children who attended during lockdown; these pupils were in a more stable place when school commenced in September	£10,000
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons Learned	Cost
Reduce the number of term time exclusions	Utilisation of support assistants to work alongside pupils during assembly time	Some of the more vulnerable pupils attended school during lockdown and benefitted from small group work and interventions	Pupils who spend more time in school access learning and are able to achieve more	
Lack of home finances to enable pupils to fully engage in school life	More pupils took up the offer of music lessons, uniform was provided and eligible pupils attended educational visits	Ensured that some of the most vulnerable pupils were included in as many aspects of school life as possible	Pupils are not left out, nor do they miss out on learning opportunities from educational visits and fall behind.	£10,000

7. Additional detail

Although last year ended for some children in March with the COVID lockdown, a number of children attended school throughout lockdown, and had access to small group work and 1:1 intervention with teaching assistants on a daily basis.

The spring assessments that took place indicate that many children were on track to make predicted levels of progress, from their starting points. Staff were becoming familiar with the new vocabulary programme and had begun to roll this out in their classrooms, so that the range of immersive vocabulary was being expanded.

Reading was being promoted and pupils were engaging with this, as evidenced in the spring assessments that took place in March.

A range of strategies and training was being accessed and utilised by staff, including the development of emotional resilience, which was being looked at by staff, the implementation of Mindfulness Mondays and the introduction of Tai Chi, as well as a range of regular sensory breaks.

Although the residential and some educational visits did not take place, up until March, school uniform continued to be provided to children. Some extra curricular activities have continued all through lockdown, such as music tuition which has been conducted virtually.