

Pupil premium strategy statement for 2022-23 and plan for 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Bowsland Green Primary
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	26 (12%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	October 2023
Statement authorised by	Michelle Engley
Pupil premium lead	Freddy Clemo
Governor / Trustee lead	Dawn Russell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 36,935
Recovery premium funding allocation this academic year	£0
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	£ 36,935 *Note this is less than the previous academic year

The PPG per-pupil rate for 2023 to 2024 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) as well as eligible children with no recourse to public funds (NRPF) pupils in these year groups	£1,345
Pupils in years 7 to 11 recorded as Ever 6 FSM as well as eligible NRPF pupils in these year groups	£955
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)	£2,345
Service children	Service premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310

Part A: Pupil premium strategy plan

Statement of intent

3-year long-term pupil premium strategy

This template is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated at least once per year.

Our philosophy

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- **Develop language and comprehension across EYFS, KS1 and KS2 with targeted and research based intervention for disadvantage pupils (TalkBoost) and Read, Write, Inc Enhancements (KS1-KS2).**
- Provision in reading across Y2 to Y6 bridges the gap between learning to read and reading to learn, to ensure all pupils have access to the broad rich curriculum, as well as maintaining a love for reading across the school and beyond. The Read, Write, Inc Phonics programme is used to support reading development across the whole school with focused intervention for disadvantaged pupils.
- Ensure there is consistent, conscious development of metacognition for all pupils.
- Professional growth plans develop teacher awareness, self-development and the use of Bowsland Brilliant pedagogies.
- Early help provision ensures that families who are experiencing challenging circumstances are able to access multi agency support that they need to ensure best outcomes for pupils and prevent escalation and impact of problems.
- Evidence based mathematical interventions for identified pupils bridge the gap between disadvantaged pupils and their peers in mathematical fluency, to ensure they can access new mathematical concepts and achieve expected outcomes.
- Use of PPG funding is partly allocated to allow all Pupil Premium pupils to access free Breakfast Club daily and access to pupils for enrichment clubs outside of school hours (Bristol Sports)
- This use of this funding will also be considered to support disadvantaged pupils at points of transition through mentoring programmes.

- PPG funding will also be used to partly allocated to the development of cultural capital of disadvantaged pupils through Children's University Projects, school trips, music lessons etc.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, discussions and observations show lower engagement in regular reading from some disadvantaged families, particularly those who are attaining in the bottom 20% of readers.</p> <p>Analysis of pupil voice and engagement in reading records shows access to resources as a key challenge.</p>
2	<p>Our assessments, discussions and observations show that pupils need further support to develop metacognition and their knowledge of what they know/need to know next.</p> <p>Our internal Bowsland SEMH tracker identifies lower resilience and emotional literacy in disadvantaged pupils across UKS2. As of September 2023, 25% of our SEND register need is cognition and learning as a primary area of need.</p>
3	<p>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils from EYFS to KS2. However, diagnostic assessment tools are not yet fully embedded to appropriately analyse these gaps.</p>
4	<p>Our Early Help intervention identifies disadvantaged pupils and families needing additional support (SEMH support, financial difficulties etc.)</p>
5	<p>Our analysis shows that disadvantaged KS2 pupils, particularly those in Year 4, are performing lower than their peers in mathematics – particularly in fluency and knowledge of known facts. This is impacting their ability to grasp new mathematical concepts at a KS2 level.</p>

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	Impact Measures (September 2023)
Develop language and comprehension across EYFS, KS1 and KS2 with targeted and research based intervention for disadvantage pupils (Talkboost) and Read, Write, Inc Enhancements.	<ul style="list-style-type: none"> - Early intervention and targeted support in EYFS/KS1 (Talkboost) - Consistent approaches to development of language comprehension are used across the school in all subjects. - Opportunities for talk are planned and purposeful, across the curriculum. Talk is 'accountable'. - Teachers are working in collaboration with other schools to develop oracy toolkits for their year groups. - Knowledge Organisers are a purposeful tool that are shared with families ahead of termly topics/projects. - High quality and engaging displays are used to encourage pupils to discuss their learning. - Paired and group opportunities and strategies for talk are embedded across the school. Activities are structured and scaffolded to make sure pupils use language correctly and understand it. - Pupils are supported to access and participate in high quality talk through scaffolds, clear expectations and intervention – pre/post tutoring. 	<p>2021/22</p> <ul style="list-style-type: none"> - All EYFS pupils were screened/assessed through NELI and x4 pupils accessed 30 daily NELI intervention - X5 pupils were assessed by Speech and Language Therapist in Term 1. Reports and suggested actions informed NELI targets. - Whole school INSET day 25.04.22 focusing on developing Reading across Key Stages - Three members of staff attended UWE Better Reader project last academic year - Rapid Reading Intervention supported pupils in weekly 1:1 intervention - Reading was celebrated across the school through display, assembly and classroom culture. - Teachers read with identified pupils (assessed in the bottom 20%) during 30 minutes weekly intervention. <p>2022/23</p> <ul style="list-style-type: none"> - 50% of Year 1 pupil premium pupils passed their Phonics Screener. - Read, Write, Inc interventions termly assessments and revised groups ensured pupils who required the highest skilled practitioners had targeted daily support to support their phonetic development. - X5 pupils were assessed by Speech and Language Therapist in Term 1. Reports and suggested actions informed speech and language targets. - TA Appraisal targets supporting the development of SAL Specialist TA within the Inclusion Team to run internal SAL interventions across KS1 and KS2

		<ul style="list-style-type: none"> - Reading was celebrated across the school through display, assembly and classroom culture.
<p>Provision in reading across Y2 to Y6 bridges the gap between learning to read and reading to learn, to ensure all pupils have access to the broad rich curriculum, as well as maintaining a love for reading across the school and beyond. The Read, Write, Inc Phonics programme is used to support reading development across the whole school with focused intervention for disadvantaged pupils.</p>	<ul style="list-style-type: none"> - Appropriate diagnostic assessments are used for pupil reading beyond RWI levels. - Pupils in Key Stage Two will partake in the Fresh Start-Read, Write, Inc Programme. - A wide range of engaging, high quality texts are available and easy to access by all families – both digitally and in paper form. - Book swap opportunities provide chances to increase books in homes. - Reading is celebrated across the school through display, assembly and classroom culture. - Pupils in the bottom 20% of readers are supported to close the gap through bespoke intervention. - All pupils are successfully achieving in the Reading Rewards. - All pupils are well represented in a range of diverse texts so they can see themselves in the stories they read and feel connected to their experience. - An outdoor reading library is positioned in the Bowsland Base to encourage pupils to read at lunchtimes. 	<p>2021/22</p> <ul style="list-style-type: none"> - Ofsted, February 2022 report highlighted that ‘Leaders make reading a priority.’ - Representation Matters training highlighted the importance and necessity for school have a wide range of diverse texts and resources that reflects the community of pupils in our school. Leaders have acted on this and have actively sought to purchase high quality texts that have a range of ethnicities and cultures. - Termly Knowledge Organisers identified and signposted families to high quality texts and resources <p>2022/23</p> <ul style="list-style-type: none"> - 50% of KS1 pupil premium pupils passed their reading comprehension paper - 40% of KS2 pupil premium pupils passed their reading comprehension paper - Outdoor library encouraging pupils to read during unstructured times of the day in the Bowsland Base - Teachers ensured 1:1 reading opportunities for bottom 20% readers during weekly PPA slots to encourage pupils to engage with purposeful reading and encourage pupils to discuss their interests in texts and love of reading. - Knowledge organisers continued to be used to promote project texts (and also available in multiple languages)
<p>Ensure there is consistent, conscious development of metacognition for all pupils</p>	<ul style="list-style-type: none"> - Feedback procedures are revised with the staff team in line with evidence based research. Teacher-pupil feedback - There is a structured approach to developing pupil’s ability to plan, monitor and evaluate their own 	<p>2021/22</p> <ul style="list-style-type: none"> - Staff PD in Term 2 and follow up in Term focusing on Metacognitive strategies and self regulated learners. Feedback procedures are revised with the staff team in line with evidence based research. Teacher-pupil feedback

	<p>learning. Explicit strategies are taught with support and then independently, at an appropriate level of challenge. Metacognitive talk opportunities are provided relating to lesson objectives.</p> <ul style="list-style-type: none"> - Consistent approaches to self and peer feedback develop metacognition so that pupils have a strong knowledge of what they know and what they need to learn (developed through peer critic model – Austin’s butterfly). - ELSA sessions support individuals identified through teacher assessment, developing their ability to manage their own learning when SEMH barriers challenge this. - All school staff use Emotion Coaching to supports pupils’ in managing their SEMH needs and promoting them to become self-regulated and independent. 	<ul style="list-style-type: none"> - Staff feel confident in using strategies within this approach and they are embedded as part of everyday practice. - All Staff have also completed Zones of Regulation Training and Autism Awareness Training. <p>2022/23 Revised feedback policy</p> <ul style="list-style-type: none"> - Teacher CPD 2022/23 focused on pedagogical principles to support fluency and recall. Staff also attended Inset day focusing on developing their understanding of neuro-science through Ross McGill’s ‘Teacher Toolkit guide to memory’ - All Staff have also completed Autism Awareness Training and school have engaged with relationship based pedagogy pilot through Cluster 2.
Professional growth plans develop teacher awareness, self-development and the use of Bowsland Brilliant pedagogies	<ul style="list-style-type: none"> - Professional growth projects are tailored to individuals through termly coaching with senior leaders - Project outcomes are accountable through sharing of good practice across the school and C4L network of schools. Teachers support the development of each other and become experts in pedagogies they use. - Instructional coaching is used by teaching peers to evaluate and adapt approaches to teaching and learning in line with Bowsland Best pedagogies. - Teaching across the school uses evidence based research informed pedagogies to plan and deliver high quality lessons to pupils resulting in high quality outcomes for pupils. 	<p>2021/22</p> <ul style="list-style-type: none"> - Term 3, 4 and 5- Teaching WalkThrus Triads and Instructional Coaching to develop subject specific teaching and learning strategies. - Teacher Triad Presentations to discuss varying strategies and informing next year’s subject development plans. <p>2022/23</p> <ul style="list-style-type: none"> - Teacher CPD 2022/23 focused on pedagogical principles to support fluency and recall. Staff also attended Inset day focusing on developing their understanding of neuro-science through Ross McGill’s ‘Teacher Toolkit guide to memory’

<p>Early help provision ensures that families who are experiencing challenging circumstances are able to access multi agency support that they needs to ensure best outcomes for pupils and prevent escalation and impact of problems.</p>	<ul style="list-style-type: none"> - The Safeguarding team met to discuss any safeguarding concerns weekly and families are identified as requiring additional support. A trained team of staff within school have the capacity to work with families to write and support early help plans. - Family viewpoints are heard and influence the planning of help and services. Using a Signs of Safety approach, conversations build on strengths and Early Help plans are written with families - Existing plans and knowledge are taken into account when making referrals and making plans eg SEND reports, previous or current agency involvement - Plans include agreed outcomes with implementation actions that are monitored for impact against data set/key performance indicators. Review includes feedback from service users that is appropriately communicated. It is regular and thorough. - Staff members are knowledgeable about the diverse needs of children, young people and families. They know how families can be impacted by ACEs and where to signpost information and support. Transition points are a key focus, at key stages of education and between services. The level of Early Help – universal, universal plus, targeted or specialist – responds to the level of need. - Staff members are confident in the local approaches to recording and accessing support through The Compass Team, South Glos Early Help. The Early Help 	<p>2021/22</p> <p>SEMH Audit completed by Sara Tanner and Integra Team (29.09.21) indicating high quality SEMH provision, assessment and early intervention.</p> <ul style="list-style-type: none"> - Be Safe curriculum and weekly JigsSaw lessons developing pupil's resilience and global citizenship. Class JigSaw floor books are proudly displayed and used for pupils' to share their learning. - Green Room provision providing appropriate SEMH support and a full academic year of SEMH tracker assessment. - X2 members of staff trained in Boxall proficiency and resources purchased to further support highly vulnerable pupils. - Sand tray Therapist now trained and Forestry School Leader now trained. - Signature Sports Mentoring due to start in Term 1 of next academic year. - Family viewpoints are heard and influence the planning of help and services. Using a Signs of Safety approach, conversations build on strengths and Early Help plans are written with families Inclusion Team supporting x8 family EHAPs and families being signposted to further Families First/COMPASS support. - Existing plans and knowledge are taken into account when making referrals and making plans eg SEND reports, previous or current agency involvement - Bowsland Base (A Quiet Space) and Green Room providing support at unstructured times of the day. - Freddy Clemo completing SEMH Audits across Cluster 2 to support Primary and Secondary Schools with their SEMH universal offer and triage referrals for further therapeutic support. - Ali Ford visit (05.07.22) completed to quality assure our SEND Graduated Approach and stated 'some of the highest quality of provision in the LA'.
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	<p>Partnership Team are used for training and support.</p> <ul style="list-style-type: none"> - School community networks support families at a school level. - All pupils receive weekly JigSaw sessions (class based and whole school assemblies) which support children in knowing ways that they can access early help for themselves. - School engage in the National Pupil Survey in Key Stage Two and use this data to target identified areas of need. 	<ul style="list-style-type: none"> - Revised Inclusion Team Model 2022-23 to support EHCP pupils (Banding) - Year 6 pupils participated in the National Pupil Survey <p>2022/23</p> <ul style="list-style-type: none"> - Education Mental Health Practitioner (EMHP) ½ day weekly starting in September 2023 to run CBT for 1:1 pupils and add to Bowsland Green’s SEMH offer. - Year 6 enhanced transition for identified pupils taken place (x2 specialist provisions) - School have continued to access Integra Inclusion Support for vulnerable pupils - Be Safe curriculum and weekly Jigsaw lessons developing pupil’s resilience and global citizenship. Class Jigsaw floor books are proudly displayed and used for pupils’ to share their learning. - Green Room provision adapted to develop 3 key areas: Learning space, Time to Talk Space and Sensory Space. Social Stories shared with pupils accessing - X2 members of staff trained in Boxall proficiency and resources purchased to further support highly vulnerable pupils. - Signature Sports Mentoring continue to support pupils through Green Room assessment/provision. - Family viewpoints are heard and influence the planning of help and services. Using a Signs of Safety approach, conversations build on strengths and Early Help plans are written with families Inclusion Team supporting x5 family EHAPs and families
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		being signposted to further Families First/COMPASS support.
Use of PPG funding is partly allocated to allow all Pupil Premium pupils to access free Breakfast Club daily and a maximum of x2 After Schools Clubs a week.	<ul style="list-style-type: none"> - All pupils have access to a free breakfast to enable a safe and successful start to their day. - Provide opportunities for enrichment activities for disadvantaged pupils after school - Breakfast Club (£4 per session): £756.00 per child for the academic year. £21,168.00 if all took the offer. - Pupils have access to daily toast at break times. - Access to pupils for enrichment clubs outside of school hours (Equivalent to £28 per term per pupil/£168 per child) - Access to Mentoring Programme to support SEMH needs and transition (individual costed approximately x12 weeks= £720) 	<p>2021/22</p> <ul style="list-style-type: none"> - Very high percentage of Pupil premium take up of Breakfast Club last academic year (Minimum of 7 pupils attending daily and maximum of 16- varying on different days) - X1 pupil accessed Mentoring last academic year for a 12 week period. - Provide opportunities for enrichment activities for disadvantaged pupils after school - Breakfast Club (£2 per session): £380 per child for the academic year. £9,880 if all took the offer. - Pupils have access to daily toast at break times. - Access to pupils for enrichment clubs outside of school hours (Equivalent to £28 per term per pupil/£168 per child) <p>2022/23</p> <ul style="list-style-type: none"> - Very high percentage of Pupil premium take up of Breakfast Club last academic year (Minimum of 7 pupils attending daily and maximum of 16- varying on different days) - X3 pupils accessed Mentoring last academic year for a 10 week period. - 2022/23 As we want to ensure we continue to support you as families, we also have had to make some amendments to our Pupil Premium policy due to a significant increase in our catering/kitchen company. - As of September 2022, the use of PPG funding will be partly allocated to allow all Pupil Premium pupils to access Breakfast Club at a reduced cost. All pupils will continue to have

		<p>access to a breakfast to enable a safe and successful start to their day at 50% reduced rate. This will be £2 daily for Pupil Premium pupils.</p>
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Activity in this academic year

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://speechandlanguage.org.uk/media/2928/tb-data-statements-0311.pdf	1 and 3
Fresh Start	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf	1
Teacher CPD - metacognition	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2
Teacher CPD - WALK Thrus books and subscription	https://www.walkthrus.co.uk/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	2
ELSA Early Help Training and provision	https://academic.oup.com/eurheartj/article/41/16/1565/5572226?login=true	5

Spending plan for 2023/24

Maintaining high standards of Quality First teaching in all classrooms

Budgeted cost: £18,657

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring staff have a clear professional growth plans	<ol style="list-style-type: none"> 1- When designing and selecting professional development, focus on the mechanisms. 2- Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. 3- Implement professional development programmes with care, taking into consideration the context and needs of the school. https://d2tic4wvo1iusb.cloudfront.net/pr/oduction/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1699332488	2
Engagement in Book Study training for SLT to ensure impactful monitoring through the lens of disadvantaged pupils	<p>A shared approach to reviewing, adapting and refining pedagogy through Instructional Peer Coaching.</p> <ul style="list-style-type: none"> - A review of previous approach to teaching triads - Research into different approaches Walk Thrus Adapt https://teacher-head.com/2020/07/14/the-adapt-approach-to-implementing-teaching-ideas/ and Jim Knight's impact cycle - A clear Bowsland rubric for instructional peer coaching developed and shared with staff <p>Research into evidence informed practice underpins actions</p> <ul style="list-style-type: none"> - CPD opportunities include sharing of reading and a requirement to engage - Leaders are encouraged to share evidence base behind decisions when leading subjects - Instructional Peer Coaching approach includes references to third party resources such as Walk Thrus - A teaching and learning library in staff room with book or reading recommendations - tree - 'Book Blethers' promote staff sharing of current educational reading 	5

	<p>- CPD opportunities share snippets of relevant, accessible research</p> <p>Teachers work collaboratively on improving pedagogy and strive to be their best</p> <p>Dylan Wiliam: the knowledge teachers have is like the knowledge you need to ride a bike: you can't give someone that knowledge, you can only create conditions where they develop the knowledge themselves.</p> <p>Foci for pedagogical development through Instructional Peer Coaching are linked to EAL research and fluency teaching – with core curriculum/fluency subject lens</p> <p>- https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/: activating prior learning/providing rich context/making English language explicit – speaking and writing/developing independence/supporting learners to extend vocabulary</p>	
Development of Maths leader	<p>A coherent maths curriculum for fluency within the mathematics curriculum with clear 'brilliance' facts outlined for each year group</p> <p>EEF Maths KS2 4. Enable pupils to develop a rich network of mathematical knowledge</p> <p>Kilpatrick et al. (2001) describe procedural fluency as "skill in carrying out procedures flexibly, accurately, efficiently and appropriately"</p> <p>The Great Teaching Toolkit 4. Hard Thinking, Structuring, Rob Coe et al and</p> <p>.222 effect, goal direction - Effect sizes (Fisher-Z) of classroom factors from Scheerens et al. (2007)</p> <p>- Review current G4G</p> <p>- Build upon strengths and refine objectives with clear 'brilliance' expectations for each age and stage.</p> <p>- Fluency objectives are highlighted in the maths curriculum</p>	5

	<ul style="list-style-type: none"> - Meets Bowsland's Pedagogical Principles including ensuring regular retrieval points EEF Maths KS2 1. Use assessment to build upon pupils' existing knowledge and understanding - There are regular teaching and practice opportunities – either within curriculum teaching or in timetabled fluency sessions Askew (2010) believes that developing procedural fluency is “best done little and often rather than in less frequent, longer blocks of time” (p. 27). He argues that practice in procedural fluency needs to (a) be simple to set up and carry out, (b) be done little and often, (c) keep learners focused on the mathematics, and (d) help each learner see their own progress (p. 28). - Documents outline core curriculum fluency facts for each age and stage - Associated documents are updated - Information is shared with families and pupils in appropriate ways 	
Universal and Tiered SEMH provision with fulltime Green Room (ELSA) Leader	<p>Sequenced concepts of cognition, teach pupils the science behind learning and emotions, alongside the strategies to manage these.</p> <p>Deci and Ryan's (2008) Self Determination Theory</p> <p>Bandura et al, (1996) Self Efficacy and EEF report, 'The Impact of Non-Cognitive Skills on Outcomes for Young People' (2013), evidences the impact of non-cognitive skills on pupil outcomes</p> <p>Chimp Management, Children's book/When the adult changes, everything changes/Health Squad, Character Education Framework</p> <ul style="list-style-type: none"> - Current coverage of character education framework/SEMH/Personal development/PSHE is formally analyzed to ensure clarity of gaps in Be Safe Curriculum strand: MIND. - Selecting the key concepts that need to features in our 'Being My Bowsland Best Self' Term 1 Be Safe Curriculum - with coverage across BE Safe assemblies. 	4

	<ul style="list-style-type: none"> - Strategies are taught implicitly to each year group and then used consistently across school e.g. revision strategies, 5 point scale, resolve strategies currently taught in Jigsaw - Ensure curriculum is underpinned by the 5C's - Ensure values words are threaded through this curriculum – using the characters and our current vocabulary - Sequence these progressively across Bowsland journey - Shared language for all – e.g. TAs, LBS, lunchbreak supervisors <p>Sequenced concepts of online safety, using Education for a Connected World, a threaded throughout the Be Safe Curriculum, building on practice in Jigsaw</p> <p>Education for a Connected World https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf</p> <ul style="list-style-type: none"> - Current coverage of online safety through Jigsaw and Purple Mash is formally analyzed using Education for a connected world, to ensure clarity of gaps in Be Safe Curriculum strand: ONLINE. - Identify gaps and design coherent approach to coverage – expanding on current practice - Ensure curriculum is underpinned by the 5C's - Ensure values words are threaded through this curriculum – using the characters and our current vocabulary – and Safe, Respectful, Ready to Learn - Sequence these progressively across Bowsland journey - Shared language for all <p>Planned, deliberated opportunities engage families in developing their own knowledge in the Be Safe Curriculum and strategies to support as parents at home</p> <p>EEF Parental Engagement: moderate impact for very low cost +4 months</p> <ul style="list-style-type: none"> - Value and important of curriculum shared with buy in from families - Linked to appropriate passports and plans – communication resources 	
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	<ul style="list-style-type: none"> - Shared language for all - Learning outcomes and pupil voice shared with families - Events and speakers to promote education of families particularly in regarding to SEMH and online safety. <p>Pupil voice groups are designed to support personal development towards Bowsland Brilliance</p> <p>UN Convention on the Rights of the Child</p> <p>Research indicated that groups improve the school and community, and students believe these opportunities allow them to share their opinions on education. Rubenstein et al, 2015</p> <p>Rudduck and McIntyre (2007, 152) found that pupil consultation tends to enhance pupils' commitment to, and capacity for, learning through strengthening self-esteem, enhancing attitudes towards school and learning, developing a strong sense of membership and developing new skills for learning.</p> <p>Where pupils are actively involved in contributing to discussions and decisions about teaching and learning, the leads to them developing a deeper understanding of learning processes and promotes the development in higher order thinking skills (Flutter and Rudduck, 2004).</p> <ul style="list-style-type: none"> - Groups are representative, ensuring that all voices on Team Bowsland are heard - Groups are prioritized – they are purposeful and impactful, making a real difference. - Groups connect to school development, leadership areas across the school. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£8,398**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost 1-1 and group sessions (£5,000)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://speechandlanguage.org.uk/media/2928/tb-data-statements-0311.pdf	3
Read, Write, Inc bespoke tuition (£2,500)	https://d2tic4wvo1iusb.cloudfront.net/documents/projects/EEF_Project_Protocol_AIR_Fresh_Start_and_RWI.pdf https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Fresh_Start_SAP_2018_01.17.pdf	1
Maths intervention work Pre and post tutoring activities and Precision Teaching (£898)	https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send https://www.structural-learning.com/post/precision-teaching-a-teachers-guide	5

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

Budgeted cost: £ 9,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wrap Around Care Access for disadvantaged pupils include enrichment clubs</p> <p>Breakfast Club (£2 per session): £380.00 per child for the academic year. £9,880 if all took the offer)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4
<p>PPG Funding to support vulnerable families to allow pupils to access enrichment opportunities and activities</p> <p>School Uniform (£50 MonkHouse Voucher per child/ £1,300 per the academic year.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	4

Total budgeted cost: £ 36,935