

Pupil premium strategy statement – Bowes Hutchinson’s CE VA Endowed School

1. Summary information					
School	Bowes Primary School				
Academic Year	2020/21	Total PP budget	15380	Date of most recent PP Review	March 2021
Total number of pupils	60	Number of pupils eligible for PP Including service children	11	Date for next internal review of this strategy	July 2021

2. Current attainment in March 21 after covid lockdown		
	<i>Pupils eligible for PP across all year groups</i>	<i>Pupils not eligible for PP Bowes)</i>
% achieving in reading, writing and maths across all year groups	78%	37%
% making progress in reading	82%	74%
% making progress in writing	36%	80%
% making progress in maths	78%	82%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	SEN – a significant number of these PP children have various and complex SEN needs which affects their ability to make sustained and meaningful progress Therefore, quality first teaching is not sufficient to close some gaps between PP and non- PP pupils within lesson time.
B.	Not all families can afford to fund school visits, after school clubs, residential visit, enrichment and enhancement activities.
C.	A wide range of social communication issues and the resulting barriers to learning for some disadvantaged pupils
D.	Social and communication issues leading to difficulties around inference and prediction affecting results in Reading and writing
E.	Home circumstances have resulted in gaps and differences in engagement with learning during Covid lockdown

4. Planned expenditure			
Academic year	2020/21		
Area for Development	Strategy	Cost	Impact (end of academic year)
<p>SEN – a significant number of these PP children have various and complex SEN needs which affects their ability to make sustained and meaningful progress</p> <p>Therefore, quality first teaching is not sufficient to close some gaps between PP and non- PP pupils within lesson time.</p>	<p>HLTA delivered extra contact and support during lockdown and extra online support from teachers and HLTA where necessary including tuition and SEMH support</p> <p>HLTA/TA delivering small-scale interventions (withdrawing children if necessary) to allow them to close the gaps and make accelerated progress. HLTA replaced by teacher in March to deliver 1st quality interventions</p> <p>Small group interventions focusing upon:</p> <ul style="list-style-type: none"> • Phonics and spelling • Basic skills e.g. writing, reading and maths • Visual perception • Gross and fine motor skills etc • Closing the gaps in learning due to covid lockdown 	<p>£11880 HLTA intervention</p> <p>£2000 TA Phonics and reading intervention</p>	<p>All PP pupils made accelerated progress up until March close</p>
<p>Curriculum enrichment opportunities and extended school activities.</p> <p>Not all families can afford to fund school visits, after school clubs, residential visit, enrichment and enhancement activities.</p>	<p>Disadvantaged children to have access to all learning opportunities.</p> <p>Subsidised enrichment opportunities for disadvantaged pupils:</p> <ul style="list-style-type: none"> • Residential visits • School visits and visitors • Drama/art/music opportunities • After School Clubs/Breakfast clubs 	<p>£1500 allocated to asc</p>	<p>To deliver after school opportunities to pupil premium children and subsidise ASC allowing clubs to remain open for small numbers of children, providing out of school enrichment opportunities</p>