

Pupil premium strategy statement – Bower Grove School

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

Detail	Data
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	72.4%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	16/12/23
Date on which it will be reviewed	15 th May 2024
Statement authorised by	Mrs M Cleave
Pupil premium lead	Mrs M Bracktsone
Governor / Trustee lead	Mrs C Ribbans- Opara

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,160
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£167,160

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective for our disadvantaged pupils is to provide them with a safe and happy school community whereby they develop resilience, curiosity and tolerance in a supportive and inclusive environment. We provide a highly personalised approach to learning taking into careful consideration the previous experiences of the pupils and their specific neurodivergent needs.

We believe that all children, including those who receive Pupil Premium funding, have the right to a high-quality teaching and a range of experiences that support their social, emotional and academic development, therefore building upon their self-belief and confidence so that they are able to cope with any challenges they may face in the future and ultimately be successful in what they choose to pursue.

The current pupil premium strategy has three key areas of development which work together to provide the best possible outcomes for our disadvantaged pupils. The first focuses upon teaching and ensuring that high expectations of all pupils are paramount but also with a flexibility of approach that ensures they feel successful in their learning. Targeted interventions provide the next wave of support. These ensure that pupils that may have experienced specific barriers to their learning and development are provided with the opportunity to maintain a good level of progress with their behaviour and learning. The final wave is focused on the use of wider strategies to provide disadvantaged children with opportunities such as extra-curricular and enriching activities and ensuring parents have the opportunity to come together to learn strategies to support their children.

The key principle of our strategy is that we all work together to provide children from disadvantaged backgrounds the opportunities and experiences that they need to develop self-awareness to create the best mindset for learning. This will encourage them to be ambitious and achieve identified goals.

Challenges

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

Challenge number	Detail of challenge
1	Interrupted education in some cases as a result of neglect or trauma.

2	Paucity of language and numeracy skills, leading to difficulties accessing the curriculum
3	High levels of anxiety and other mental health needs.
4	Limited life experiences away from the school environment which can have a detrimental effect on social and emotional development.
5	Emotional vulnerability and lack of resilience to cope in and out of the classroom.

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
To ensure all staff are delivering quality first education and that they understand the need to build positive relationships with pupils. Staff can identify appropriate support and therapeutic interventions.	Children are clear of routines and feel safe in the school environment. This will be evidenced through sleuth. Where children remain unsettled, appropriate intervention therapy will be identified and delivered – see provision plans.
To improve pupil attainment to ensure all pupils can make at least expected progress.	Data analysis provided by Pupil Asset will show that pupils are making the expected progress across the curriculum.
To maintain a focus upon the mental wellbeing of pupils and provide support as and when required to ensure pupils feel secure.	Pupils will be offered a range of interventions from within our school and from external agencies to provide them with ongoing support. This will be evidenced through SLEUTH data and intervention monitoring.
To offer a range of extra-curricular/enrichment activities to provide pupils with different life-experiences and to broaden their understanding of the world around them.	Pupils will have the opportunity to attend school trips and residential.
To reduce the number of pupils in receipt of pupil premium falling in the NEET category post-16.	The percentage of pupils in receipt of pupil premium finding in post-16 education will increase.

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: £63,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lead practitioner role: this provides identified mentoring for teachers and other staff in teaching roles such as cover supervisors.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. (<i>EEF Effective Professional Development Guidance Report</i>)	1,2,3
Lead practitioner role: To provide staff with high quality CPD linked to the SDP relating to 'adapting teaching to respond to the strengths and needs of our pupils'	Providing a measurable and challenging learning outcome and using progression steps to chunk progress towards that outcomes enables pupils to greater achieve. (EEF Moving differentiated teaching to adaptive teaching.)	1,2,3
Form tutor mentoring: Lead practitioner to provide direction and support in providing a nurturing environment for pupils.	Instructional coaching: experts working with teachers to discuss classroom practice on a one-to-one, regular, and sustained basis. Experts may observe the teacher in action, before encouraging focused practice of specific teaching skills. Teachers improve at a much greater rate in schools with supportive professional environments. A key facet of this supportive environment is professional development—specifically, ensuring that leaders provided 'sufficient time and resources for professional development and use them in ways that enhance teacher's instructional abilities'. <i>Kraft, M. A. and Papay, J. P. (2014) 'Can professional environments in schools promote teacher development?'</i>	1,3,5
'Leading Together' training: This training provides senior school leaders with the knowledge and tools to further enhance their leadership skills	'When transformational and shared instructional leadership coexist in an integral form of leadership, the influence on school performance, measured by the quality of its pedagogy and the achievement of its students is substantial.' (The influence of School Leadership on Student Outcomes 2017)	1, 2,4

ensuring maximum impact for pupils.		
Providing opportunities for experienced staff to establish whole school responsibilities to ensure systems are embedded.	It is important to understand how new approaches, interventions, resources and strategies can be selected by school leaders and put in place to best maximise the chances of sustained success for all pupils, including those from more disadvantaged backgrounds <i>(EEF Review of evidence on implementation in education)</i>	1, 2, 3, 4, 5
Providing opportunities for our Learning Support Assistants to receive weekly supervision and training.	One of the key benefits/aims of supervision is that it reduces the feeling of being alone in managing a problem. Isolation can cause a great deal of work stress if someone feels that they are carrying something on their own. For school staff who are dealing with stressful circumstances around the needs of children and young people, isolation can compound this feeling. In this way, regular, planned supervision can play a role in ensuring that staff have appropriate support. <i>Supporting Mental Wellbeing in Schools – the Anna Freud Centre</i>	3, 5
A new tiered appraisal system to raise aspirations and standards of our Learning Support Assistants .	The main purpose of these standards is to raise the status and professionalism of teaching assistants and to position their role within a community of professionals, including teachers and school leaders, all working together to improve outcomes for children. <i>Professional Standards for Teaching Assistants – DfE 2015</i>	1, 2, 3

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

Budgeted cost: £58,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
To undertake speech and language assessments of all new pupils to the school as required, to ensure	Without the right support, children with challenges in talking and understanding words face huge hurdles in learning to read, write, as well as other subjects. They will also face difficulties in making	2, 3

<p>recommendations of reports are implemented and therapy sessions are delivered.</p> <p>To write SALT Programmes.</p>	<p>friends, staying in good mental health and in the future getting and holding down jobs and staying out of trouble. Supporting children with speech and language challenges should be as much of a priority as literacy and numeracy.</p> <p><i>Speech and Language UK report – 1.7 million young people’s futures. Oct 2022</i></p>	
<p>Support for alternative pathways and tuition for those pupils who are experiencing extreme physical or emotional dysregulation which has resulted in identified pupils not able to access the school environment.</p>	<p>Social and Emotional Learning interventions in education are shown to improve skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><i>EEF Toolkit – Social and Emotional Learning</i></p>	1, 2, 3, 4, 5
<p>Focused reading and phonics interventions (curriculum catch-up lead)</p>	<p>One to one tuition is very effective at improving pupil outcomes and is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><i>EEF Toolkit – One to one tuition 2020</i></p>	1, 5
<p>To establish the role of an Attachment Support Worker (as part of the emotional regulation team) to support the needs of our highly complex pupils.</p>	<p>Adults with a knowledgeable understanding of attachment theory and experience of supporting the most vulnerable can help improve wellbeing and provide positive outcomes for young people.</p> <p><i>Attachment and child development report 2021</i></p>	1, 2, 3, 4, 5
<p>To deliver targeted life skills interventions for pupils on the Impact pathway.</p>	<p>Social and Emotional Learning interventions in education are shown to improve skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><i>EEF Toolkit – Social and Emotional Learning</i></p>	1, 2, 3, 4, 5
<p>Focused Maths Intervention (curriculum catch-up lead)</p>	<p>Leaving school with a good GCSE in maths is a prerequisite for progressing into quality jobs, apprenticeships, and further education. The skills we learn at school help us with everyday life too. Yet too many of our young people do not make the grade and, as a result,</p>	1, 3,5

	<p>risk social and economic exclusion. These pupils are disproportionately drawn from disadvantaged homes.</p> <p><i>(EEF Guidance Report – Improving Mathematics at Key Stage 2 and 3.</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide 'care farming' through the purchase of places at Curly's Farm,	<p>Care Farming is the therapeutic use of farming practices and offers people with a defined health, social or educational need the chance to participate in a variety of farming activities for their therapeutic benefit.</p> <p>Research shows that care farms give people with disabilities a more active role in their daily life and create a living and working situation which empowers people and gives them the ability to participate in society.</p> <p><i>Effects of care farms: Scientific research on the benefits of care farms for service users 2012</i></p>	1, 2, 3, 4, 5
To provide pupils opportunities to take on new ventures and out of school activities.	<p>Students who participate frequently in extracurricular activities tend to have higher grades, better test scores, and more positive educational experiences in general.</p> <p>Participating in extracurricular activities is beneficial to students' social development. Group activities build team-work and communication skills, which are necessary for success in the workforce and other future endeavours.</p> <p><i>The Benefits of Participating in Extracurricular Activities- Claudette Christison</i></p>	4, 5
To embed the skills and working practices of our Pupil Mentor team	<p>Over the last decade, there has been increasing attention on the importance social and emotional learning has on child development, with implications across learning, building and maintaining relationships, and early support for mental health and wellbeing.</p> <p><i>EEF: Programmes to Practices Identifying effective, evidence-based social and</i></p>	1,2,3,5

	<i>emotional learning strategies for teachers and schools: Evidence review</i>	
To provide a team of therapists appropriate to our pupils needs. To include, Drama Therapists, Complementary Therapist, Emotional Wellbeing Lead, a Sensory worker and and counsellors.	The benefits of pupils receiving therapy at school often include improved self-esteem, access to care, less interruption in learning, increased quality of everyday life and relationships, strengthening the use of their emotions and increase self-awareness. <i>Centerstone</i>	1,3,5
To provide targeted support for Looked after children and our most vulnerable.	To raise the educational attainment and improve the life chances of children in care adopting a child centred approach through the collaboration of multi agency working. <i>An integrated approach to improving educational outcomes</i> <i>Sir Alisdair Macdonald</i>	1,2,3,4,5
Transport provided for pupils to enable them to attend PE and Youth clubs after school.	Students who participate frequently in extracurricular activities tend to have higher grades, better test scores, and more positive educational experiences in general Participating in extracurricular activities is beneficial to students' social development. Group activities build team-work and communication skills, which are necessary for success in the workforce and other future endeavours. <i>The Benefits of Participating in Extracurricular Activities- Claudette Christison</i>	4,5
To provide all girls, who are a vulnerable minority group in the school, an opportunity to attend 'a weekly Girls club'. Girls make up 10% of pupils on the school roll.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. High quality PSHE education will aim to develop children's skills whilst also building knowledge about aspects of life, for example, physical health or safety. <i>(EEF Guidance Report – Improving Social and Emotional Learning)</i>	3,5
Financial support for pupils to attend residentials and day trips to a develop cultural awareness.	The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live.	4,5

	<i>(Social Mobility Commission – An Unequal Playing Field)</i>	
To provide all pupils with a healthy snack to ensure to support their ability to concentrate in class.	The rationale for this intervention is that addressing pupil hunger may lead to improvements in concentration and behaviour in the classroom, <i>(EEF Magic Breakfast Evaluation Report)</i>	3
To provide our parents, carers and adults at home, opportunities to learn new or additional strategies through attending our Parent Support Group, 'Connections' and 'Time to Talk' sessions led by the schools Emotional Wellbeing Co-ordinator.	Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages. ^{2,3} The evidence suggests that three areas are particularly worth focusing on: <ul style="list-style-type: none"> • supporting parents to have high academic expectations for their children • developing and maintaining communication with parents about school activities and schoolwork • promoting the development of reading habits. <i>(EEF Guidance Report – Working with Parents to Support Children's Learning).</i>	1,3,5

Total budgeted cost: £167,160

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Bower Grove we have focused on ensuring pupils develop the necessary behaviours to enable them to learn. There is a strong emphasis on supporting pupils social, emotional and mental health needs, communication and interaction skills, cognition and learning needs as well as their sensory and physical challenges – this support is embedded throughout the school day.

Our outcomes for pupils are outstanding, progress is measured from pupils starting points on entry and tracked against a KSENT algorithm within Pupil Asset (this was developed by schools across KSENT and is regularly reviewed). 85% of pupils made expected or better progress in English and 78% in Maths last year, 81% pupils left Bower Grove with qualifications in English, Maths, Science, and ICT and were well equipped to transition to the next phase of their education, which includes pupils on alternative pathways. There is no discernible difference between the progress of pupils in receipt of the Pupil Premium Grant and those who were not, this is as a direct result of the Pupil Premium Grant and the opportunities and interventions the school has been able to offer its disadvantaged pupils. One pupils stated ' You have helped me improve my behaviour so much since year 7. I couldn't thank you enough and because of my change in behaviour, I'm doing better in lessons and probably will get good grades for GCSE's.' Year 10 pupil September 2023

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

The data demonstrates that 95% disadvantaged pupils from year 5 to year 11 attended residential trips which were significant experiences in their lives, some of these pupils had not stayed away from home before. This has helped pupils develop communication and team working, foster independence and resilience and ensure pupils are well prepared for the world around them. A parent of a year 6 pupil stated, 'I cannot believe my child has managed to attend this residential, sleep away from home (a first), encounter new and unfamiliar experiences and be successful, I am absolutely thrilled'.

Pupils have also had the opportunity to experience a range of cultural visits and workshops including local and London museums as well as the West End Theatre and a visit to the local Gurdwara.

100% disadvantaged pupils in year 10 and 11 took part in work experience and were successful, this has helped to shape pupils next steps and career aspirations.

Bower Grove has been creative with designing an alternative and bespoke programme for our most complex pupils who due to their needs are unable to access the school

site. This has involved the purchase of outside tuition alongside working with external agencies to support pupils social, emotional and academic needs. As part of this plan our disadvantaged pupils receive food vouchers to ensure basic needs are met.

There were however an increase in the percentage of pupils who were not in education post-16 to 16%, 100% of these were in receipt of pupil premium. School is working hard to eradicate this through its Bower Grove Connected Pathway.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are aiming to build on this impact further using the pupil premium strategy for 2023-24.

Our evaluation of the approaches delivered during the last academic year indicates that all aspects of our strategy were found to be particularly effective during the previous academic year. Bower Grove strives to ensure all our pupils needs are met and the progress they make is celebrated.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Nurture Group for pupils on the Bower Grove Connected Pathway.	Yew Tree Farm

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.