Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Bosmere Primary School
Number of pupils in school	246
Proportion (%) of pupil premium eligible pupils	37 children (15%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Sept 2022 to Sept 2025
Date this statement was published	December 2022
Date on which it will be reviewed	Termly
Statement authorised by	Liz Green, Headteacher & Local Governing Body
Pupil premium lead	Tim Mckeon, Deputy Headteacher
Governor / Trustee lead	Aimee Burch, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,475
Recovery premium funding allocation this academic year	£10,745
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.	£59,220
Final Total/Allocation We will top up from within the school budget to make up the difference between budget received and money spent	£65,575

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across 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 are fully aware of the barriers which children, and families, face. We work in collaboration with all stakeholders to give children a voice and to fully understand their needs. Our intent is not to make assumptions, but work alongside pupils to understand their specific needs and also analyse the school data. We are fully aware our pupil premium strategy must meet the needs of pupils within our own school context. As a result, at least termly reviews are carried out on the strategy to ensure that the impact of our provision is reviewed and reflected upon.

High-quality 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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.

Challenges

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

Challenge number	Detail of challenge	School development Plan Priority
1	Rate of progress and attainment for Disadvantaged learners.	1,2,3
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.	3
3	Vocabulary skills and the retention of information so pupils know more and remember more.	2
4	Disadvantaged learners will have good rates of attendance (93% in 2021 vs 95% non disad.)	4
5	Well being for all pupils especially our disadvantaged pupils	4
6	Parents/Carers and school work in partnership, supporting a successful learning journey for children.	4

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
Improved outcomes for our disadvantaged learners so that they are least on a par with non-disadvantaged pupils in progress and attainment	Summative termly assessments will show incremental improvements in the progress and attainment of disadvantaged pupils in narrowing the gap between their non-disadvantaged peers.
Phonics outcomes will improve for disadvantaged learners.	Assessments in every year group will show the gaps in phonics knowledge narrowing for all disadvantaged pupils.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Monthly attendance reports will show the gap between disadvantaged learners' attendance and non-disadvantaged pupils is narrowing and an improvement on the 2021/22 data (93% in 2021-2022 vs 95% non ppg) so that attendance is in line within the school's expectations of at least 95%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
Engagement of parents in the support of the education of their children is improved	Attendance figures at events such as parents evenings, share events, meet the teacher, open evenings and reading at home are improved.

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

Budgeted cost - £51,184

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject leader release time and ongoing CPD to ensure all areas of the curriculum have clear progression and for children to know more and remember more. Formative assessment process identifies gaps in knowledge and informs planning. Quality first teaching (QFL) delivered through established practise in Sentence Stacking, whole class guided reading and ,mastery maths approaches supported through regular whole staff CPD	High quality staff CPD is essential to follow EEF principles. https://educationendowmentfoundation.org.uk/ Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. 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 (Effective Professional Development) https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment	1, 2, 3, 4 SDP priority 1, reading SDP priority 2, curriculum & subject leadership SDP priority 3 assessment

The refinement of the use of Twinkl phonics (our DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching and intervention for all pupils is continued by both teaching and intervention strategies across the school	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1 SDP priority 1 Reading, Priority 3 assessment
Refining the use of knowledge notes and quizzes in foundation subjects. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1 SDP priority 1 Reading, Priority 3 assessment
Promote a love of reading and increase parental engagement. Support and increase pupils' reading fluency. Use of Accelerated Reader. New library Priority readers a focus for adult support/being heard read. Whole class guided reading and developing fluency sessions.	We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. (EEF, Disadvantaged Readers) https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading1, 4 6 Greater opportunities to read in school (small group/whole class texts), particularly improving the school library, Reading materials and advice shared with parents. Accelerated Reader software to all children. In-school CPD - supporting teachers with the teaching and monitoring of reading, comprehension-strategies Students using Accelerated Reader in schools following recommended Best Practices grew significantly more than those not	1, 6 SDP priority 1 Reading,

using the software. These results held true for both Primary and Secondary students across the UK, and populations of interest (struggling readers, English language learners and students in receipt of free school meals) and rose with the level of programme use.

Figure 1: AR implementation categories and SGP overall
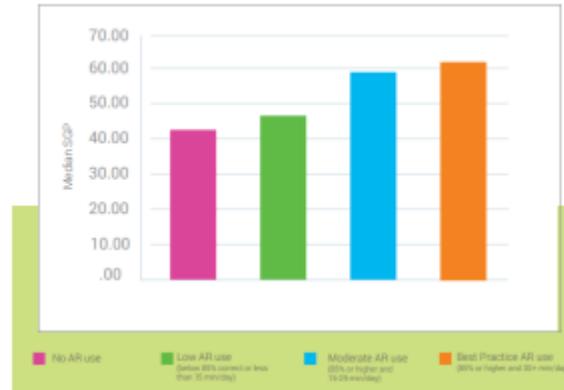
(Impact Report, Renaissance Accelerated Reader - findings from an independent study by Professor Keith Topping on 'Implementation Fidelity and Pupil Achievement in Book Reading')

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted extra support and intervention using the schools' monitoring cycle – tri weekly attainment team meetings, Edukey provision mapping, termly main assessment report produced from standardized tests. These strategies	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1,2 SDP Priority 1, 3

will ensure targeted support is in place in a timely manner. Catch up funding will be used to provide extra support to small groups and individuals in the Spring and summer terms across the school.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF Assessing and Monitoring Pupil Progress	Education Endowment Foundation	EEF Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	
Additional phonics sessions across the whole school targeted at disadvantaged pupilsand any pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics	Toolkit Strand	Education Endowment Foundation	EEF	2 SDP 2,3

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

Budgeted cost: £ 14,531

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Our new school EWO helped write the new government guidance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5,6 SDP 4
The use of mind health first aiders, pupil support officer and Jigsaw (mindful approach to PSHE)	Pupil voice surveys conducted in the summer term provide feedback on their well being	6 SDP priority 4 well being

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 2021 to 20222 academic year.

Disadvantaged Learner Results (%) July 2021				July 2022	
Keystage	**Indicator**	**Disadvantaged**	**Non disad.**	**Disad.**	**Non disad**
EYFS (11 ch)	%GLD	40% (6chn)	71%	64%	56%
KS1 (3 ppg children Year 2)	% Phonics Year 1	0%	39%	75%	48%
	% EXS+ Reading	20% (5chn)	51%	0%	50%
	% EXS+ Writing	40%	57%	0%	43%
	% EXS+ Maths	20%	51%	0%	64%
Year 6 (7 ppg children)	% EXS+ RWM	38% (8chn)	50%	71%	75%
	% EXS+ Reading	75% (8chn)	71%	86%	87%
	% EXS+ Writing	63%	52%	71%	83%
	% EXS+ Maths	63%	74%	71%	81%

Contextual Information					
School	**Bosmere Primary School**				
Academic Year	2021-22	**Total PP budget**	£1345/child £47075	**Date of most recent DL Review**	September 2022
Total number of pupils	246	**Number of pupils eligible for PPG**	35 (14%)	**Date for next internal review of this strategy**	N|A

Barriers to Future Progress and Attainment
Internal (in school)

1.	Rate of progress and attainment for Disadvantaged learners.
2	Behaviour and behaviour for learning and positive approaches to Social, Emotional, Concentration and Resilience needs.
3.	Richness of Experience in Speech and Language, which impacts on reading, writing and maths skills

External (outside of school)	
4.	Disadvantaged learners will have good rates of attendance
5.	Parents/Carers and school work in partnership, supporting a successful learning journey for children

2021-2022 Strategy

Objectives	Strategies/Response	Rationale for these Strategies	Priority Groups	Target Outcome	Commentary
Objective 1 Disadvantaged learners meet or exceed age related expectations in reading, writing maths	**1.1 Embedding Sentence Stacking to support learning and teaching writing** **1.2 Whole Class Guided and Hooked on Books to support learning and teaching reading** **1.3 Mastery Maths teaching** **Strategies to support these processes include:** 1) Partner learning 2) Children being supported by more adults 3) Staff CPD and peer support/mentoring	The mastery approach has been proven to impact positively on outcomes for Disadvantaged Learners at Bosmere in Maths, with a 100% success rate-the processes embedding (for the third year) at Bosmere for Maths, Reading and Writing are rolling out the Mastery style of teaching across the school. EEF research analysis suggests Mastery teaching can support an additional 5 months	(Any identified priority child-see Main Assessment Report analysis July 2021)	Disadvantaged Learners will make at least expected progress in reading, writing and maths, with some accelerating their progress beyond expected. Targets set will be met or exceeded. Attainment and progress outcomes will at least meet or be better than school in July 2019 (pre covid data) -meeting or exceeding national.	Sentence stacking and the mastery approach to maths teaching were further embedded across the school with NCTEM sessions run daily in Reception. Regular CPD throughout the year trained staff to improve planning and delivery see main assessment report below for detailed analysis by year group. In summary 100% made expected progress in RWM from Reception to Year 4. 80% in Year

	4) Advisory support through Maths project with Angles Maths Hub	progress in learning. It is described as *'a promising strategy to narrow the gap'* Sentence Stacking provides a formula to guide writing development and scaffolds the learners to become independent writers-this process was recognised as supporting writers at Bosmere to develop a 'clear order as to how children build up their writing' and has helped develop a 'rich vocabulary' from which the children can choose. Embedding this process fully is the focus now. Whole Class Guided reading has had the greatest impact on attainment and progress outcomes at Bosmere in the last 5 years. This will be further enhanced and complemented by the		5. For Year 6 86% made expected progress in reading and 100% in writing and maths. Sentence stacking and the mastery approach to maths teaching were further embedded across the school with NCTEM sessions run daily in Reception. Regular CPD throughout the year trained staff to improve planning and delivery. We continued to refine whole class guided reading across the school

		development of 'Hooked on Books' and whole class guided reading across the school.			
	1.4 Timely Intervention & Support 1) Prescription intervention-'catch up to keep up' sessions 2) Pre teaching to support accessing learning 3) Post teaching to fill gaps in skills and/or knowledge 4) Programmes of support and access to resources such as Beat Dyslexia, precision teaching, Clicker 5) Daily, pre school intervention and support for priority learners 5) Priority readers a focus for adult support/being heard read.	Edison Learning's analysis of research saw the process of Fast Learning providing 'the basis for future learning through becoming fluent in fundamental knowledge and skills in maths, transcription and reading'. Daily/regular practise of skills saw foundational learning (e.g. learning times tables-Fast Maths) skills at Bosmere committed to Long Term Memory and impact positively on both in class learning and outcomes.			Fast maths, fast phonics, fast reading and fast spelling were all employed as interventions. Priority readers lists were employed where covid guidelines enabled us to have volunteers in.

	1.5 Daily Dedicated Tasks Continue whole school consistency in approach to **timetabled daily tasks** and time given to: *Daily phonics and spelling (Jane Considine spelling programme – 2 week timetable – first wk 30min and 20 min session, second wk daily 10 minute session) *Daily handwriting sessions *Daily 'Fast Maths' sessions *Exploring other 'fast' approaches	Daily/regular, short bursts of pre-practise or post practise enables children to access and consolidate learning. More effectively closing gaps in learning, enabling them to become more independent and more successful learners.			Early morning learning timetables with spelling reading and maths tasks.
	1.6 Whole School Tracking System: Embed whole class tracking system Compass/Arbor/Excel spreadsheets and use effectively and efficiently. Make best use of the Achievement Statements (objectives) to ensure planning takes account of Foundational and Conceptual Learning-giving time regular practise of skills as well as helping children to independently apply learning to many situations.	To track achievement and providing a learning, social and emotional profile for each child will prove an effective and efficient tool to meet the needs of each child. The cycle of monitoring is more effectively undertaken with access to	All priority children-see *Main Assessment Report*.		Additional training took place to help SLT use the assessment suite on arbor to analysis data. The decision to no longer use Compass to record writing and maths was taken alongside the trialling of alternatives for 2022

	Teachers using to plan, teach and track progress and attainment, alongside robust provision mapping for DisL. Leaders using to monitor outcomes and ensure responses meet need. *Similar to learning objectives	a consistently used systems.			
	1.7 External Partnerships supporting, developing and ensuring quality learning and teaching for all, alongside working in partnership with **CET Trust schools** 1) SLT Coaching 2) Advisory school improvement support and challenge 3) School to school support	A nationally recognised approach supporting effective development of learning and teaching, positively impacting on progress and attainment, alongside staff development.	All priority children- see *Main Assessment Report*.		Coaching was carried out by an external partner for key members of staff. Headteacher working as an improvement partner across the trust. School to school support through the subject leader support networks
	1.8 ATMs 3 weekly cycle of focused whole phase discussions and response to the needs of priority learners- redeployment of staff/resources as required	A cycle of solution focused discussions and commitments that are carefully measured and checked have proved impactful on progress and attainment of priority learners.		Children receive short, timely interventions.	PPG children were always discussed in ATMs and prioritised for intervention groups accordingly.

		TA' and HLTAs are included in the process The process was launched as a result of learning alongside Edison Learning-NAHT Aspire			
Objective 2 **a). To ensure disadvantaged learners have positive behaviour and behaviour for learning.** **b). To ensure disadvantaged learners social, emotional needs are met enabling them to draw on good levels of concentration and resilience.**	**2.1 Tacking Low Resilience** Class teacher, Phase leader, SLT & PSO focus on those children identified as having low resilience, inability to persevere and resistance to rise to challenges-support through *Classroom learning and support *A coordinated approach to nurture *Close monitoring of learning-Book studies, Spotlights and response *Bosmere Values, through promotion in assemblies and in daily life, permeate classroom talk *Active seeking of external partner support-Emotional Well Being Hub, CISS **2.2 A Mind Wealthy Bosmere** Tasks and strategies as laid out in **Bosmere's Mind Wealthy**	Consistent and clear expectations empower children to learn and adults to teach-both to the best of their abilities. Children who are able to understand their own emotions, respond appropriately and have tools to self- regulate will be more successful in both their relationships and their learning. To be able to be resilience will enable children to rise to challenges, persevere and progress.	13 focus children who currently receive extra support with their mind health and/or well being. Disadvantaged Learners-where they are specific identified through, either progress and achievement, outcomes or as a concern through behaviour related records. Disadvantaged learners referred (internally and externally) for further support.	Interventions and support (internal and external) strategies in place will demonstrate at least termly impact on attainment and progress outcomes-see Arbor Behaviour Log Fewer monitoring records, fixed term exclusions and internal isolations will be issued. Bosmere's Mind Wealthy Development Plan successfully promotes positive mind health and enables children to be the best they can be-in learning and in daily life. All children will feel safe and have trusted adults to support and guide them.	In the summer pupil voice survey 83% of all the children reported being happy at school, 75% found their learning interesting, 83% felt they got help when they were stuck, 71% felt other children behave well and 90% said they would know an adult to go to for help if they were worried at school.

	Development Plan. Larger promotions of positive mind health through, for example, Mind Health Week **3.3 Early Help and Wave 1 Support** Continuing to use policies and Early Help to support learners with the most challenging behaviour and balancing their needs (and the resources available to us within and external to school) alongside the needs of all learners Continue to develop our offer for **Nurture and Emotional/Social Support**-priority children/groups supported across the school through a wide variety of sessions, 5 afternoons a week and through free time access to Mind Health First Aiders. Continued, coordinated working within school (SENCo/PSO led) with **External Agencies**, alongside our own **Early Help**-supporting children and families.	Children and adults who are emotionally ready and equipped to learn, teach and parent are able to give their best.		Children will be equipped to be able to show their best in learning. Children will be able to manage their own emotions drawing from strategies in place through internal and external support. See statistics, including caseload children targeted by PSO.	
Objective 3 **To ensure a richness of**	**3.1 Phonological Awareness** catch up sessions-spanning the school for priority children.	Programmes such as speech link and phonological awareness sessions will measurably	Children already in receipt of SALT.	Targeted children will make measurable progress.	Staffing absences both covid and non

experience in Speech and Language, which impacts on reading, writing and maths skills.	**3.2 Daily Speech and language sessions**-priority children. **3.3 Embed Speech link** assessments and intervention follow up-EYFS & KS1 (NELI)	impact on progress made by priority learners. Children who have a richness of language to draw from are more successful learners.	Children who did not meet standard in KS1 Phonics Screening and any child identified with ongoing speech and language needs.	Attainment and progress outcomes for priority learners will be better than school in July 2019 and continue to move closer to national 'other' statistics.	covid related affected regular interventions from happening across the year.
	3.4. Sentence Stacking, Whole Class Guided Reading, Hooked on Books & Mastery Maths Talk for Writing and Reading (through sentence stacking and other techniques such as story mapping and Whole Class Guided Reading) and Talk Maths through Concrete, Pictorial and Abstract learning alongside the expectation to reason and discuss in maths positively encourages and expects good talk and developing vocabulary.	Good quality talk supports and readiness for learning and enables children to more successfully put to paper/in print what they know. Good talk enables concepts and learning to be consolidated and/or deepened, more successfully committing it to long term memory.	Children who may have returned to school post lockdown with speech and language challenges.		

External Barrier	Strategies/Response	Rationale for these Choices	Priority Groups	Target Outcome	Commentary
Objective 4 **Disadvantaged learners will have good rates of attendance**	**4.1 Raising awareness of the importance of good attendance:** *Half termly/parent newsletter updates-individualised *Parents' Evening attendance discussions and sharing of statistics and impact-Oct 2021 & Mar 2022 *Celebration of being in the 'Green Zone'-stickers shared with children **Layered approach to support & intervention:** Red Zone-daily contact and involvement of	Children who attend school and actively participate in the lessons and are successful, making measurable progress. Gaps in knowledge and skills widen with non attendance (or sporadic attendance) and increase the likelihood of anxiety and worry.	Children whose attendance is supported and closely monitored by external agencies as well as within school. Children who are amber/red zones for attendance and were of concern for attendance last year. Children who are currently red zone for attendance	Attendance figures are in line with or exceed national. For learners whose attendance drops, measurable improvements are made as a result of interventions in place, with figures maintain being at or around 95% *Children whose attendance is of high concern are*	Attendance for PPG children vs non PPG children was monitored during the year. Overall attendance for 2020/21 was 93% (non ppg 95%) and 2021/22 was 90%. (non PPG 95%) But if you take out three new PPGs who came and then left, an ongoing attendance case with outside agency support and part time timetable children then the

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	external support/intervention- this is case by case relevant-some 'Red Zone' children may be in this zone due to one bout of known illness Amber Zone-weekly contact and support/intervention as required **4.2 External Agency** Involvement-Early Help, School Nursing, Emotional Well Being Hub, Social Care **4.3 Mind Health & Emotional Well Being Support** Nurture and mind health support in place for priority learners who are struggling to attend school-including access to Pupil		Children who are currently amber zone for attendance (These are subject to change should attendance improve)	*steadily improving the amount of time in school each month.* Poor attendance will not be a limiting factor in a child's progress and attainment achievements. Disadvantaged learners will make at least expected progress in reading, writing and maths, with some accelerating their progress beyond expected.	figure is closer to the non ppg children

	Support Officer & Mind Health First Aiders as required.				
Objective 5 **Parents/Carers and school work in partnership, supporting a successful learning journey for children.**	**5.1 Parent Forum** will continue to shape the involvement and engagement of the wider parent body. **5.2 Fine tuned mutual expectations focus on what is possible, for example:** * Reading at home with your child. *Enable parents to focus on what they would like to know more about- e.g. previously Maths learning. *Continue to invite parents in for fun, craft, based experiences-	Partnership working with parents empowers them to feel and be part of the learning journey for children and will help motivate and engage the children.	All priority children-see *Main Assessment Report*.	Parents will feel equipped and supported in helping their children's learning journey-measurable through questionnaires and parent perception work. More parents are in school learning alongside and/or supporting their children.	Covid restrictions/guidelines continued to restrict parental involvement directly in school for parent forum and Share activities. The parent voice questionnaire in the summer term yielded the following stats. 70% felt their children were happy at school, 81%% felt well informed, 93% would recommend

	feedback from Share evaluations				Bosmere to other schools.
	5.3 Well Being support from internal and external expertise:	Parent engagement is best when there is a flexible approach to support busy schedules.			
	*Within school through our Mind Wealthy Development Plan				
	*Within school, roles such as our PSO & Mind Health First Aiders				
	*Within local Early Help Team				
	*Within our Parental Community				
	5.4 Greater emphasis on sharing and showing parents what we are doing to support learning at Bosmere-e.g. through Fast Maths, Sentence	Parent engagement is best when parent confidence is high and so needs to be carefully managed and considered.			

| | Stacking etc-vehicles such as:

* First Wednsday

*_Share_ mornings

*Best of Bosmere newsletter

*Invites in to see learning in the moment and learn alongside their own children | | | | First Wednesday recommenced. Best of Bosmere and weekly Wednesday. |

PPG Spend 2021-2022

Allocation   £1345/child x35 £47,075

Allocation	Cost	Further Information	Notes
Specific Teaching Assistant Support	£40,584	Responding to needs specific to priority children	Staff CPD of 1 hour x3/term for teaching assistants to attend achievement team meetings which happen in cycles of 3 weeks. Disadvantaged children progress and intervention is discussed at these Speech and Language/phonological development: 3x pm session and half hour sessions daily. This is in addition to daily phonics and spelling sessions across the school. Nurture and social emotional support: 5x pm sessions. 1:1 pre teaching support 'catch up' and post teaching support 'keep up'. Specific intervention and support e.g. Accelerating Progress Learning Sequences, Daily sessions of support from Mind Health First Aiders. 1:1 support. In lesson support for PPG children
Outside Agency Support	£1000	e.g. Educational Psychologists, Art Therapists and training	To be used, as required, some of this may reduce as for some children we are predicting will require this support, the services may well be free.

	£0	CISS	County Inclusive Support Service brokered in to support individual children.
	£0	Multi Agency Assessment Programme	Intensive support, 360 degree assessment process and reports/recommendations made.
	£0	EWO	Monthly support, and at all other times, if they have capacity, as required/requested
Pupil Support Officer (PSO)	£13,031 (last year)	Full time position as part of our support for vulnerable learners and their families	Currently our PSO supports a number of families-families can seek advice and support and staff can refer children/families in for support. This represents a portion of her time in school.
Further allocation budgeted to support & Financial support for families	£500	e.g. uniform, school trips/experiences	To be offered and provided, as required.
Final Total/Allocation We will top up from within the school budget to make up the difference between budget received and money spent	**£55,115**		