

BLJS_PUPIL PREMIUM FUNDING REVIEW_2018-19_Mrs_Duynstee

At Boughton Leigh Junior School we are committed to promoting the progress and attainment of all children, whatever their backgrounds. **This report is part of a cycle of improvement which continues from the 2017-18 Pupil Premium Report.**

What is Pupil Premium funding?

The school receives funding for all pupils who receive free school meals; who have received free school meals in the last 6 years (known as ever 6); children who are Looked After; children who have been adopted from care; children of service families and children under Special Guardianship.

How much Pupil Premium funding did we receive?

In 2018-19 we received £174,520

| | Attainment - School | Attainment - National (all pupils) | Progress - school | Attainment - County (all pupils) |
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| | 2019 SATs – Unvalidated data | July 2019 (Unvalidated data) | July 2019 (Unvalidated data) | (Unvalidated) Data position Sept '19 |
| Read: All Pupils | 82% | 73% | ↑ 0.38 | 74% |
| Non-disadvantaged | 83% | 81% | | 78% |
| Disadvantaged | 80% (up on 2018 by 20%) | 65% | | 60% |
| Write: All Pupils | 85% | 78% | 0.32 | 80% |
| Non-disadvantaged | 88% | 84% | | 84% |
| Disadvantaged | 77% (up on 2018 by 4%) | 68% | | 66% |
| Maths: All Pupils | 87% | 79% | ↑ 1.03 | 78% |
| Non-disadvantaged | 92% | 81% | | 83% |
| Disadvantaged | 73% (up on 2018 by 16%) | 64% | | 62% |
| Combined: All Pupils | 74% | 66% | N/A | 65% |
| Non-disadvantaged | 77% | 83% | | 71% |
| Disadvantaged | 67% (up on 2018 by 17%) | 67% | | 47% |
| GPAS: All Pupils | 84% | 78% | N/A | 78% |
| Non-disadvantaged | 87% | 83% | | 83% |
| Disadvantaged | 77% (up on 2018 by 10%) | 67% | | 63% |
| Science: All Pupils | 84% | 83% | N/A | 85% |
| Non-disadvantaged | 87% | - | | 88% |
| Disadvantaged | 77% (up on 2018 by 14%) | - | | 72% |

Key:

| Below expected impact | Expected impact | Better than expected impact | The colouring below represents colourings at the point of the Academic Year end 2018-19: it is set against the information we have at the time – Teacher Assessment/ verbal information from practitioners/ surveys and unvalidated SATs 2019/ Data Position Statement |
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| Pupil Premium - The key priorities: | | 2018-19 | Head teacher: Paula Duynstee |
| Our core aim is: | | What we expect to see: | Targeted intervention/ support strategies are deployed to: |
| <ul style="list-style-type: none"> To raise the attainment and progress of pupils eligible for Pupil Premium funding – sufficiently accelerated progress to close the gap on Non-Pupil Premium peers including Nationally Ensure that disadvantaged pupils – especially boys and vulnerable pupils including Pupil Premium Plus meet their potential and achieve in line with National expectations Allow equal opportunities for ‘life choices’ for our disadvantaged or vulnerable pupils Develop self-esteem and self-belief Raise aspirations and achievement | | <ul style="list-style-type: none"> <i>Clear school priorities for the Disadvantaged pupils – especially vulnerable learners (LA/ PP+): RAP 2</i> Good and Outstanding teaching and learning Targeted intervention – especially LA Monitoring which reflects a focus on the disadvantaged and continues to form comparisons with the non-disadvantaged Books and outcomes that are at least in line with their peers esp. high expectations Consistent tracking and high opportunities for pupil engagement DATA which shows a closing gap between the disadvantaged pupils and the cohort/ disadvantaged and non-disadvantaged both locally and Nationally | <ul style="list-style-type: none"> Improve levels of attainment and progress Sufficiently accelerate progress in order to close attainment gaps relative to local and National averages Secure reading and maths skills at the expected level Ensure secure knowledge and accuracy of basic grammar Ensure confidence and speed with maths esp. calculation skills Engage and develop learning and emotional well-being, through a wide range of extra-curricular provision Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils Support pupils in becoming aspirational, confident and successful learners |
| What are the potential barriers to learning? | | | |
| <ul style="list-style-type: none"> Parental engagement – for the most hard-to-reach – resulting in poor attitude towards school and a belief in what they can achieve Poor literacy levels restricting access to the curriculum – resulting in lower in class progress at a high enough level/ impacting on Maths and other subjects which impacts on sustained improvements and outcomes at the end of the Key Stage Disadvantaged pupils attain less well in Reading, GPAS and Maths than the cohort; low level literacy and self-belief Poor phonic reading skills means that they are always on ‘Catch Up’ (Ofsted 2018) Less or inadequate resources to support learning at home – parents may not all value homework or provide time and a comfortable space/ resources Attendance and lateness – especially for Pupil Premium ‘plus’ (such as PP and SEN/ current FSM) – lack of routine at home may mean that the pupils are late. This may impact on how they feel through the day or gaps in learning including phonic knowledge from KS 1 Narrow life experiences outside of school/ enrichment (incl. P.E – see P.E plan) – lack of opportunity results in low aspirations Interventions for pupils with complex issues such as SEN and lower achieving pupils (Ofsted 2018) are not closely monitored enough to gauge impact of initiatives | | | |
| Pupil Premium Actions and IMPACT: 2018-19 | | | |
| Potential barrier / Desired Outcome | Action: | Budgeted cost: | IMPACT |
| <ul style="list-style-type: none"> Parental engagement There is less support at home from <i>some</i> Pupil Premium families <p><i>- For the children to have support at home in line with their peers in</i></p> | <ul style="list-style-type: none"> Learning and Behaviour Mentor will work in partnership within the community to deliver Triple P programme to identified vulnerable families | <ul style="list-style-type: none"> Achievement for All (AfA) programme Release time and funding for leads for training/ monitoring/staff INSET | <p>Triple P:</p> <ul style="list-style-type: none"> Triple P training has been offered in collaboration with BCIS and the Family Intervention Service. Provision from staff at BLJS has been limited due to staff shortage this year (maternity leave). Triple P online has been offered and taken up by some of our EHA and parents under Social Services support. The parents express a keen interest in this, however there is |

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| <p><i>order to give them the best chance to succeed</i> <i>- For there to be an increase in parental involvement at school (Parents evening etc) and at home (encouraging and supporting learning)</i> <i>- For the parents to realise their impact and for them to understand that home/ school is a collaboration</i></p> | <ul style="list-style-type: none"> • There are two EHA leads (Learning and Behaviour Mentor) • All teaching staff engage in Achievement for ALL | <ul style="list-style-type: none"> • 0.1 cover each week to release staff to meet with parents • Triple P training programme • Learning and Behaviour Mentor EHA support x0.1 per week <p>Allocated budget: £12,000</p> | <p>currently no information to school regarding how many parents complete the programme.</p> <p>Early Help Assessment:</p> <ul style="list-style-type: none"> • We have 3 staff trained in EHA. • Working with support from The Family Intervention Service, EHAs continue to offer effective family support with 3 of our families missing a higher level of support such as CIN due to successful intervention. • EHA are not yet effective enough in reaching families where Persistent Absence is an issue – due to lack of parental engagement. <p>Achievement for All:</p> <ul style="list-style-type: none"> • Maintained number of parents accessing Achievement for All. • 100% of class teachers are engaged with this programme. • 90% of targeted families (48), have engaged in the programme and their children made expected progress or above. • 4% stepped down from the programme - due to lack of parental engagement. • 6% were not involved in the programme for the full academic year due to pupil leavers. • AfA team review reports: - The school has achieved the AfA Quality Mark - Leadership of Achievement for All Framework - The Year Heads (in line with the Head teacher and Deputy Head teacher,) have a clear understanding of how AfA will support the improvements within their Year Groups <p>Parent's Evening:</p> <ul style="list-style-type: none"> • Parental engagement at parent's evening is good but this needs quantifying. The presence of the Book Fair has supported interest. • Parents who are persistent in their lack of engagement are not accessing school enough during these times. |
| <ul style="list-style-type: none"> • Poor literacy levels restricting access to the curriculum <i>- For every child not affected by SEN cognition, to be able to read at an expected standard</i> <i>- For enhanced access to other curriculum areas</i> <i>- the children to secure basic skills to be secondary ready when they complete the key stage</i> | <ul style="list-style-type: none"> • Provision of an additional adult (level 2 TA) to hear readers for PP Pupils across school • RWI Catch Up phonics for SEN pupils • Groups – Pupil Premium Boys (Read/ Maths/ GPAS) to start September 2017 x4 1hr afternoon sessions per week | <ul style="list-style-type: none"> • Level 2 TA x 0.5 • RWI Catch up x1 hr per day • Level 3 TA for x2 one hourly sessions • Level 3 TA for x4 one hourly sessions weekly (Booster: Achieve 100 Reading) plus weekly planning | <p>Additional Readers:</p> <ul style="list-style-type: none"> • Additional reading has only taken place with the support of volunteer readers with the exception of Year 3, where 21 SEND pupils were targeted for support through Optima Reading (delivered by a Level 3 TA). Approximately 50% of pupils made 12 months progress in two terms, however it is not clear from the data submitted which of these pupils were also disadvantaged through Pupil Premium. <p>RWI Phonic Catch Up:</p> <ul style="list-style-type: none"> • This continues to work well for SEN 1:1 pupils. SENCO needs to provide impact data. <p>Achieve 100:</p> |

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| | <ul style="list-style-type: none"> Booster groups – Pupil Premium focus after school x2 1 hr sessions – Achieve 100 Reading Homework club | <ul style="list-style-type: none"> Level 2 TA for x4 one hourly sessions weekly (Homework club/ CGP: GPAS) Teacher x0.2 to boost yr3-5 <p>Allocated budget: £24,000</p> | <ul style="list-style-type: none"> High impact from this. Pupils make good progress and the work is structured to ensure that there is consistency from the staff delivering. All staff delivering the intervention are teachers of L3 TAs. See data above. <p>Homework Club:</p> <ul style="list-style-type: none"> Limited take up which continues to fluctuate through the year. Pupil Premium pupils provided with a free place and resources for home – these need to be provided. |
| <ul style="list-style-type: none"> Disadvantaged pupils attain less well in Reading, GPAS and Maths than the cohort - For the disadvantaged pupils to have the same outcomes as those who are not disadvantaged | <ul style="list-style-type: none"> Closing the Gap focus for Pupil Progress meetings (in line with last year's project) Teacher to deliver booster sessions for basic skills Maths across the school (times table focus) | <ul style="list-style-type: none"> Teacher x0.2 to boost yr6 Staff CPD, meeting time and cover for Pupil Progress meetings Level 3 TA for x4 one hourly sessions weekly (Booster: Achieve 100) Cost implications also through Nurture and small group/ 1:1 support already costed in <p>Allocated budget: £15,000</p> | <p>Closing the Gap:</p> <ul style="list-style-type: none"> Although no longer part of LA support, teachers continue to focus on PP pupils through CUPs and QFT, utilising TAs and additional support effectively to target key pupils. Books remain in line with peers and 'catch up' teaching is delivered where possible. <p>Maths Booster:</p> <ul style="list-style-type: none"> Teacher delivering this is very effective because he has good maths knowledge. Pupils make good progress through the year. 16% more disadvantaged pupils met the expected standard or above than 2018 (see above). Disadvantaged pupils achieved 9% more than disadvantaged pupils in Warwickshire and 10% or less than non-disadvantaged pupils in both Warwickshire and Nationally. |
| <ul style="list-style-type: none"> Poor or inadequate phonic knowledge hinders reading progression – especially in lower achieving pupils - For all pupils to have secure phonic strategies - For all lower achieving pupils to have access to reading books at an appropriate level (Ofsted 2018) | <ul style="list-style-type: none"> Teachers to deliver phonic spellings to Yr3 for those that need catch up Daily interventions across school to teach phonics SEN team to deliver phonics through RWI catch up interventions Reading lead to source a Phonic Reading scheme to run alongside AR | <ul style="list-style-type: none"> Level 3 TA for x2 one hourly sessions Staff training and staff meeting time on Phonic training and strategies. Phonic based resources. RWI Catch up delivery x 1hr daily Training for Reading lead on phonic awareness New reading scheme to run alongside AR <p>Allocated budget: £4,000</p> | <p>Achieve 100+:</p> <ul style="list-style-type: none"> More able disadvantaged pupils achieved in line with greater depth disadvantaged pupils both locally (Warwickshire) and nationally. <p>RWI/ Phonic Catch Up:</p> <ul style="list-style-type: none"> This works well for SEN 1:1 pupil support. Pupils accessing RWI make good progress across the programme. Improvements to phonic teaching means that Phonic interventions are beginning to be more effective because it is beginning to be backed up with regular/ daily practice and strategies. <p>Phonic Reading:</p> <ul style="list-style-type: none"> Optima Reading has provided an average of 15.2 months progress to pupils. Accelerated Reading has ensured that Pupil Premium Pupils in Years 3 and 4 made age related progress. In both year groups, 81% of PP children made 9 months. 87% of pupils in Yr5 made an average of 10 months and in year 6, 100% of PP pupils made 14 months progress (these dates cover October to June). |

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| | | | <ul style="list-style-type: none"> The Impact of Phonic Books needs to be assessed. This year it has been rolled out to targeted pupils in Year 3 (from January). Next academic Year it will be delivered by a level 2 trained TA and rolled out across other year groups. |
| <ul style="list-style-type: none"> Less or inadequate resources to support learning at home - For the children to have the equipment to help them have the same opportunities to work at home | <ul style="list-style-type: none"> Homework packs allocated to pupils with home equipment Access to Homework clubs after school | <ul style="list-style-type: none"> Funding allocation to home readers (base on PP at 25% for the school) <p>Allocated budget: £1,600</p> | <p>Homework resources:</p> <ul style="list-style-type: none"> 100% of Pupil Premium pupils in Year 6 received CPG SATs Revision homework guides. Data for disadvantaged pupils has improved (see above) with our pupils achieving above both Warwickshire and National performance for disadvantaged pupils. Pupil premium pupils received personal invites to homework club and booster sessions, whereby those attending booster formed 1/3 of each of the sessions across each target area: GPAS, Maths and Reading. Access and impact of longer-term homework club needs review. Teachers continue to monitor homework carefully and although presentation standards fluctuate, they are at least in line with non-disadvantaged peers. Quantity or frequency however is still often less. All pupils were offered for sale CGP Study books at cost price. These were provided free to Pupil Premium pupils in Yr6 – impact or usage of these needs monitoring through a parent/ pupil survey, before rolling out to other year groups. |
| <ul style="list-style-type: none"> Attendance and lateness - For all children to not unnecessarily miss any essential learning which can create gaps in sequential activities/foundations - For all children to be ready to start school on time, to not miss any essential learning and for them to feel settled and organised before they start | <ul style="list-style-type: none"> Attendance Officer will monitor/ send out letters and review attendance patterns Attendance reviews with HT and Admin attendance personnel Meetings with 'hard to reach' families Annual review with ACE FGB report to governors (termly) and to parents via newsletter (half termly) Credit system for rewarding/ acknowledging arrival in time for school for persistent offenders – first two places for most improved pupils | <ul style="list-style-type: none"> Attendance Officer time at 0.1 per half term (meetings/ review) Attendance Admin at 0.1 per half term (meetings/ review) Attendance Officer time for PP/ FSM (x0.1 per fortnight) Store voucher (£10) to be awarded for credits gained per half term Attendance team time to meet with parents, review actions and monitor systems <p>Allocated budget: £3,000</p> | <p>Lateness:</p> <ul style="list-style-type: none"> Lateness in Pupil premium pupils (after 9.20am) is less than 1%. We continue to monitor lateness by pupil group. Letters have gone out to persistently late pupils and a text goes out each day if a pupil is late. <p>Attendance:</p> <ul style="list-style-type: none"> Letters go out to all pupils below 85% threshold and 90% and for pupils below 95% where there is no supporting reason for absence or whereby patterns of absence are thoroughly checked. There have been improvements to key pupils. The Admin Attendance Officer works closely with LA Attendance and Missing in Education team to follow up absences swiftly. Persistent Absence remains an issue as do unauthorised holidays taken during term time. Pupil Premium attendance is 91% and Non-PP 96%. Boys are more likely to miss sessions having 89% (against 96% Non-PP boys) and girls having 93% (behind 96% non-PP girls.) Pupils disadvantaged by both SEN and Pupil Premium needs reporting. There have been improvements to attendance or lateness where incentives have been used, however these are short lived with families falling back into old habits. This is partly due to the incentives being issued sporadically with a seeming reluctance from the Attendance team to effectively monitor this and 'buy into' the |

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| | | | <p style="color: red;">concept. As such the Assistant Head will be taking on a strategic role as Attendance Lead.</p> <ul style="list-style-type: none"> • Parents who attend Attendance Review meetings make changes or are quickly identified as needing additional support i.e. EHA. • School are supported by ACE but there seems to be a lack of follow up support for persistent absence. Headteacher has updated governors and will review the school policy on Attendance. Fining has been discussed. |
| <ul style="list-style-type: none"> • Limited life experiences outside of core curriculum (enrichment opportunities/ Sporting events) - For all children to have access to a wide range of activities both in and outside school | <ul style="list-style-type: none"> • A wide range of extra-curricular activities on offer to engage pupils during lunch time and after school - increased access to clubs incl. Play Rangers/ Harris Sports Partnership Sports • Trip subsidy for the curriculum (x1 trip per yr per PP pupil) • Concession for residential trips - Castleton / Isle of Whight • Priority access to Sports events • Priority for Radio Club and website – More Able/ PP boys x 1 morning per week • Trips out to business - aspirations (i.e. University) – yr5/6 focus – one visit per half term • Trips and experiences for Nurture children – x4 per year (in 2 groups) • 1:1 Music tuition – piano/ keyboard and guitar • Priority for LEGO ICT x1 day per week | <ul style="list-style-type: none"> • Play Rangers (0.5 of their commitment) • Harris Partnership (0.25 of the cost) • Trip subsidy (£20 per child) • Residential concession (parents to pay first £100 – Isle of White/ first £80 - Castleton) • ICT lead – 0.3 per week • Wider opportunities - Business trips (some entrance fees/ mini-bus drivers and supporting staff) • Nurture trip entrance fees – cross curricular experiences (£10 per child) • 0.1 teacher for 1:1 music tuition • 1:1 guitar lesson • LEGO ICT resources <p>Allocated budget: £40,000</p> | <p>Play Rangers:</p> <ul style="list-style-type: none"> • Support during lunchtime play has ensured that playtime incidents are rare. • Pupil surveys indicate that 91% of children feel safe at school, with 100% saying that they know who they can talk to if they do not feel safe. <p>Trip subsidy:</p> <ul style="list-style-type: none"> • All pupils from all classes accessed trips this academic year. • 21 pupils were supported by trip subsidy to our Residentials in years 5 and 6 <p>Other initiatives:</p> <ul style="list-style-type: none"> • 1/3 of Radio Club are pupil premium children. It has been a successful initiative until provider issues in the Spring term – we are awaiting a new system. • 1/3 of all clubs provided to pupils in school are reserved for Pupil Premium children. Calls are made out to offer places when spaces remain available. Phone calling out has been effective. • 20 disadvantaged pupils have access to music tuition. Fees and equipment are provided. • All pupils across the school have benefitted from LEGO ICT. There have a selected group of targeted children (approximately one per class,) who have been identified as having social and communication difficulties. These pupils have been a key focus for the ICT lead who has shared that the confidence of these pupils has increased with children actively engaged and talking with confidence. Some recorded feedback from these pupils would be beneficial. • All pupils accessing Nurture have taken part in twice termly trips to local facilities • Year 6 pupils have been visited by the bank and run a business enterprise however priority trips out for Pupil Premium pupils has still not been effectively recorded/ taken place. This needs to be passed to MAGAT as part of her action plan 2019. |

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| <ul style="list-style-type: none"> Complex issues for 'Pupil Premium Plus' (i.e FSM plus SEN) and lower attaining pupils - For the children to be the best that they can be and not be hindered by additional needs - for lower attaining pupils to make accelerated progress and a higher % meet expectations (Ofsted 2018) | <ul style="list-style-type: none"> RWI Catch UP – includes PP SEN – Inclusion Manager delivery SENCo manages SEN and 1:1 TAs who deliver interventions in small groups to targeted pupils. Social skills groups – boy focus 1:1 TA support for SEN specific SEMH/ ASD pupils Appoint a Strategic Lead for Lower Attaining Pupils (SLLAP) to scrutinise interventions and group data | <ul style="list-style-type: none"> Inclusion Manager (25% of her time) SENCO time (25% her SENCO day per week) Level 3 TA x1 hr per week STS x1 hr per week x6 level 2 1:1 TAs at - x6hrs; x15hrs; x8hrs; x15hrs Learning and Behaviour mentor 0.2 per week (each) Strategic Lead for Lower Achieving pupils 0.1 each week. <p>Allocated budget: £36,000</p> | <p>SLLAP: (See data above for improvements to attainment and progress.)</p> <ul style="list-style-type: none"> SLLAP has supported the English Reading Lead to gather data on the impact of AR on Pupil Premium Pupils (see Box 4 – Phonic Reading: Accelerated Reading information provided previously). Optima Reading (21 pupils) reported as: 15.2 months reading accuracy progress against just 7 months from the test group who did not receive the support. 14.8 months comprehension progress, against 10.8 months of the test group. Optima Reading pupils gained 62% in reading fluency and 8% in Reading accuracy. SLLAP has worked with the DHT to group lower achieving pupil data on O Track – this needs to be collated and filtered to show greater clarity of the portion of lower achieving pupils who are disadvantaged. SLLAP has worked with the Therapeutic Art teacher to gather comprehensive data and survey information on the impact of this programme. |
| <ul style="list-style-type: none"> Social and emotional issues and low self esteem - For the children to be as close to emotionally age appropriate as they can be in order to be successful participators at school | <ul style="list-style-type: none"> The school Learning and Behaviour mentors prioritise vulnerable families and pupils (EHA/ Nurture/ 1:1 and small group support) All disadvantaged or vulnerable pupils will be provided with extra support and guidance during the transition phase to Year 7 – including additional visits to their new school/ EIS transition support for SEMH 1:1 CLA tutoring 1:1 and group mentoring for pupils with emotional and/or personal problems Nurture room facilities support a higher proportion of Pupil Premium Pupils | <ul style="list-style-type: none"> Triple P programme (see previous) CLA tutoring (x30 mins per week) Nurture facilities (2hrs per day Level 3 TA; 50% of x1 Level 2 TA and x1 0.1 teacher) STS TA: 4 x 1 hourly sessions Forest Schools – training, resourcing and ground preparation <p>Allocated budget: £35,000</p> | <p>Learning and Behaviour Mentors:</p> <ul style="list-style-type: none"> Daily support is prioritised to disadvantaged pupils on the Safeguarding register – most commonly Child in Need (CIN); Child Protection (CP) and EHA (Early Help). Staff absence (maternity) and reduced hours has had a slight impact on the pupils in that there has been no playtime support or effective Peer Mentoring from older pupils. Pupil survey indicates that pupils are happy at playtime; incidents of bullying are few/ far between. When they occur they are dealt with quickly. <p>1:1 Support:</p> <ul style="list-style-type: none"> 4 pupils receiving 1:1 or small group/ specialist support are pupil premium pupils. 75% of these pupils have had access to a full day in school. Specialist provision through the school's SEN Resource Provision and Nurture facility, ensure that all pupils make progress towards their Boxall Profile and curriculum targets. This year there has been a significant reduction in disruptions to learning due to proactive support through Nurture or the SEN Provision. School would benefit by extending good practice into a whole school approach and are seeking to implement THRIVE (Practitioner training booked for Dec '19). Nurture provision has supported 18 SEN/PP pupils (43%). The support has targeted afternoon support with a focus on reintegration to class and successful afternoon learning. |

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| | <ul style="list-style-type: none"> Introduce Forest School opportunities as a progression across the Key Stage with increased access to disadvantaged pupils through extended Nurture Provision. | <ul style="list-style-type: none"> Termly Nurture and Provision Coffee Mornings have ensured that parents are fully integrated and welcomed into the facilities. Parental comments need to be gathered to facilitate progress/ improvement to service. <p>Forest Schools (FS):</p> <ul style="list-style-type: none"> Our Forest School's lead has been awarded his certification and is now a 'Forest School Lead Practitioner'. Partnerships with Rugby Council Play Rangers has ensured that all pupils in all year groups have accessed QFT in FS. Grounds work has taken place to provide additional trees and bushes. The Forest School lead has carried out a parent survey (40 responses) showing that: <ul style="list-style-type: none"> 92% believe that FS has had a positive impact on their child's general happiness at school 66% think that FS has had a positive impact at home 71% say that FS has improved their child's confidence and self-esteem 63% say that FS has improved social skills 92% agree that their child enjoys sharing FS experiences at home 95% think that FS is a worthwhile learning experience 86% feel that FS has helped to connect with nature 74% feel FS has helped to develop resilience 95% of those asked would give FS a rating of 7-10 for how beneficial they think FS is for their children The School Lead Practitioner has received positive interest and verbal feedback by providing information to parents at school events. The Forest School team need to gather pupil survey information (clearly identifying PP pupil percentages,) and offer sessions for parental participation to enhance their understanding of the initiative. |
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How we measure the impact of the Pupil Premium grant: Day to day effectiveness of actions is monitored and evaluated by those staff providing support such as subject leads. The overall effectiveness is then monitored and evaluated by senior leaders at Pupil Progress meetings and through data/ assessments. The Pupil Premium Leads (HT/ DHT) liaise with staff and then the wider leadership team to inform progress. Senior teachers and governors engage in regular monitoring and staff engage in regular moderation.

In evaluating effectiveness, a range of evidence is used including:

- Attainment and progress outcomes, including Pupils' books;
- Feedback from staff, the child, parents and other professionals who may be involved including external advisors; and Ofsted
- Verbal feedback from parents and pupils gathered via survey, parents evening etc
- Evidence relating to improved confidence, well-being, attitude, behaviour
- We review the impact of our Pupil Premium spending half termly, including external review with our School Improvement Partner, and adapt our strategy according to specific group needs. Impact data is formally shared with Governors on a termly basis and our strategy reviewed and approved.