

BLJS_PUPIL PREMIUM FUNDING REPORT_2019-20_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 2018-19 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 do we expect to receive?

In 2019-20 we expect to receive £171,740

Pupil Premium - The key priorities:	2019-20	Head teacher: Paula Duynstee
Our core aim is:	What we expect to see:	Targeted intervention and support strategies are deployed in order 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: Lower Achieving (LA)/ PP+(RAP 2)</i> • Good and Outstanding teaching and learning • Targeted intervention – especially LA & SEND • 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 of content, presentation and quantity • Consistent tracking and target setting with opportunities for pupil engagement • End of year/ Key Stage DATA which shows a continuing closing gap between the disadvantaged pupils and non-disadvantaged pupils in the cohort, locally and Nationally 	<ul style="list-style-type: none"> • Secure reading (esp. securing phonics) at the expected level + • Improve spelling accuracy through phonetic knowledge • Improve handwriting speed and accuracy • Secure basic maths skills at the expected level + • Ensure confidence and speed with maths esp. calculation skills • Improve levels of attainment and accelerate progress – including scientific abilities • Engage and develop mental, social and emotional well-being, supporting pupils to become aspirational, confident and successful learners • Enable disadvantaged pupils, including those with SEND to succeed • Secure a discipline for learning and a natural will to explore
What are the potential barriers to learning?		
<ul style="list-style-type: none"> • Parental engagement – for the hard to reach – resulting in poor attitude towards school, a lack of belief in what they can achieve and sporadic or poor attendance • Under-developed literacy skills restrict access to the curriculum – resulting in lower outcomes at the end of the Key Stage across the subjects • Poor phonic skills (reading/ spelling) means that they are always on ‘Catch Up’ (Ofsted 2018) • Disadvantaged pupils attain less well in Reading and Maths than the cohort’s non-disadvantaged pupils • Attendance is 4% behind the cohort and could be improved, esp. persistent absence – especially for Pupil Premium ‘plus’ (such as PP and SEN) – 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 • Lack of self-belief and confidence in wider core subjects (Science) • Limited life experiences outside of school/ enrichment (incl. ICT and P.E – see P.E plan) – lack of opportunity results in low aspirations • The monitoring of interventions for pupils with complex issues such as SEN and lower achieving pupils needs to more closely correlate with funding and needs to show clarity of group progress compared to cohort (Ofsted 2018) 		

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Pupil Premium Actions: 2019-20			
Potential barrier and Desired Outcome	Action:	Rationale:	Budgeted cost:
<ul style="list-style-type: none"> • Parental engagement • There is less support at home from some Pupil Premium families • Lack of revision resources <p><i>- For the children to have support at home in line with their peers</i></p> <p><i>- For there to be an increase in parental involvement at school (Parents evening etc) and at home (encouraging and supporting learning)</i></p> <p><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"> • Learning and Behaviour Mentor will work in partnership within the community to deliver Triple P programme to identified vulnerable families • There are two EHA leads (Learning and Behaviour Mentor) for Family Support • All teaching staff engage in Achievement for ALL targeting 4 pupils per class • SATs revision guides are provided to Pupil Premium Pupils 	<p>Some of our parents do not engage with school. Achievement for All is a proven initiative to support parental engagement – we have achieved the Quality Mark and it is beginning to have sustained impact. Using the project allows for greater consistency across the school. Triple P will allow the parents to secure more successful home lives. This will support a consistent approach which is mirrored by school. The improvement in behaviours will impact in and outside of the classrooms.</p>	<ul style="list-style-type: none"> • Achievement for All (AfA) programme • Release time and funding for AfA leads for training/ monitoring/staff INSET • 0.1 cover each week to release staff to meet with parents • Learning and Behaviour Mentor EHA support x0.2 per week • SATs Revision guides (Yr6) <p>Allocated budget: £11,000</p>
<ul style="list-style-type: none"> • Poor literacy skills restricting access to the curriculum <p><i>- For every child not affected by SEN cognition, to be able to read at an expected standard</i></p> <p><i>- For all lower achieving pupils to have access to reading books at an appropriate level (Ofsted 2018)</i></p> <p><i>- For all pupils to be able to write legibly and fluently</i></p>	<ul style="list-style-type: none"> • Provision of an additional adult (level 2 TA) to lead Phonic Books scheme for PP Pupils across school • Booster Groups – Reading (Achieve 100 materials) • Accelerated Reading • Provision of Penpals resources across the year groups; Staff and TA training 	<p>Our children need to read with speed and accuracy. They need to read a sufficient volume of texts – especially where it may not be happening at home. Catch Up programmes will allow for pupils to close the gap on missed learning and reinforce opportunities for additional practice. Booster groups allow for increased access to learning and will reinforce learning at an expected standard. Children fail to keep up with the pace of work if they cannot write with speed and fluency. Poor handwriting affects pupil's self-esteem and confidence.</p>	<ul style="list-style-type: none"> • Level 2 TA x 0.5 (Phonic Books) • Phonic Book resources • Level 2 TA for x4 booster afternoons • Replenish Achieve 100 materials • Contribution to Accelerated Reading resources • PENPALS incl. L2 TA to deliver x5 hrs catch up across KS2 <p>Allocated budget: £14,500</p>
<ul style="list-style-type: none"> • Poor or inadequate phonic knowledge hinders reading and spelling progression – especially in lower achieving pupils <p><i>- For all pupils to have secure phonic strategies</i></p>	<ul style="list-style-type: none"> • SEN team to deliver phonics through catch up interventions (RWI/ Optima Reading) • Teachers to deliver phonic spellings to Yr3 for those that need catch up • Daily interventions across school to teach phonics, including QFT through THRASS approach 	<p>Children that do not pass phonic screening at Yr1 and need to take it later at Yr2 do not necessarily have opportunities to maintain and practice their freshly gained phonic strategies. The school's Accelerated Reading scheme does not adequately support phonic progression on its own. Children do not have</p>	<ul style="list-style-type: none"> • Level 3 TA for x 0.3 (SEN Inclusion) • Staff training and staff meeting time on Phonic training and strategies. • Phonic based resources: THRASS • Level 2 TA to teach phonic catch up x5hrs <p>• Allocated budget: £9,000</p>

BLJS_PUPIL PREMIUM FUNDING REPORT_2019-20_Mrs_Duynstee

	<ul style="list-style-type: none"> GPAS lead to source THRASS (phonics) and provide staff INSET 	sufficient phonetical knowledge to build words independently.	
<ul style="list-style-type: none"> Disadvantaged pupils attain less well in Reading and Maths than the cohort <i>- For the disadvantaged pupils to have the same outcomes as those who are not disadvantaged</i> <i>- For children to secure basic skills to be secondary ready when they complete the key stage</i> 	<ul style="list-style-type: none"> (See above for Reading) Closing the Gap focus for Pupil Progress meetings Teacher to deliver booster sessions for basic Maths skills across the school Deliver catch up through: 1,2,3 Maths, subscription Provide Plus 1, Power of 2 for TA delivery of catch up maths 	Leaders will have secure knowledge that the correct children are targeted and prioritised. Smaller targeted groups for boosters supports bespoke provision and increases teacher input. Boosting pupil capabilities with times tables and basic skills will increase their speed. Improved phonic knowledge will impact reading and spelling skills to close the gap.	<ul style="list-style-type: none"> Teacher release for Pupil Progress meetings x0.1 cover per half term (i.e. 3 days across the year) Teacher x0.2 for booster afternoons Cost implications for phonics – see above Cost implications for Plus 1 and Power of 2 resources 1,2,3 Maths subscription <p>Allocated budget: £14,500</p>
<ul style="list-style-type: none"> Attendance and persistent absence <i>- For all children to not unnecessarily miss any essential learning which can create gaps in sequential activities/foundations</i> <i>- For all children to reach their potential</i> 	<ul style="list-style-type: none"> AHT will monitor/ send out letters and review attendance patterns (below thresholds) Attendance reviews with HT and Attendance team (Admin/ AHT) Meetings with 'hard to reach' families Annual review with ACE FGB report to governors (termly) and to parents via newsletter (half termly) Incentives rewarding increased attendance for persistent absentees esp. pupil premium plus 	Individual pupil learning and whole school outcomes are impacted by persistent absence. Catching Up on missed learning is harder to achieve. Some of our pupils' learning is impacted by unsettled starts to the day. Persistent absence can cause lack of self-esteem, confusion and issues with friendship. Absence is more likely to continue than cease if not addressed.	<ul style="list-style-type: none"> Attendance Lead time at 0.2 per half term (meetings/ review) Attendance Admin at 0.1 per half term (meetings/ review) Incentives to be used £25 per family targeted per half term (4 families per half term) Attendance team time to meet with parents, review actions and monitor systems <p>Allocated budget: £5,000</p>
<ul style="list-style-type: none"> Lack of self-belief and confidence as learners in wider core subjects (Science) <i>- For the children to 'see' themselves as scientists</i> <i>- For children to feel they can make a knowledgeable contribution</i> <i>- For pupils to feel inspired and have aspirations in other subjects and have access to a rich curriculum</i> 	<ul style="list-style-type: none"> To provide high quality science provision To purchase programme and/ or resources (incl. EMPIRIBOX/ Cornerstones) Staff training 	Through the promotion of subjects beyond English and Maths the children will be able to recognise other strengths as learners. They will have the confidence to apply themselves practically, orally and through recorded form.	<ul style="list-style-type: none"> EMPIRIBOX and Cornerstones resources Staff training through staff meeting time <p>Allocated budget £5,000</p>
<ul style="list-style-type: none"> Limited life experiences outside of core curriculum (enrichment opportunities/ Sporting events) <i>- For all children to have access to a wide range of activities both in and outside school</i> 	<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/ Go Karts/ Toy Shack Trip subsidy for the curriculum (x1 trip per yr per PP pupil) 	Sport and activity develop the brain and reinforce effective thinking as well as readiness to learn. It improves self-esteem and encourages a cycle of reflection – success/ failure/ success. It promotes team work, essential to classroom learning and pupil social interaction.	<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) Contribution towards Go Karts and Toy Shack Residential concession (parents to pay first £100 – Yr6/ first £80 – Yr5)

BLJS_PUPIL PREMIUM FUNDING REPORT_2019-20_Mrs_Duynstee

	<ul style="list-style-type: none"> • Concession for residential trips • Priority access to Sports events • Priority for Radio Club and website blogging • Trips out to business (i.e. University/ Places of work) • Trips and experiences for Nurture children • 1:1 Music tuition: piano/ keyboard and guitar • Priority for LEGO ICT x1 day per week • Access to Anomoly at playtimes and lunch 	<p>Additional activities can support the children in knowing their own ability and supports them with what they may want to aspire to. During playtime the pupils will be able to engage in group activities with their cohort peers as well as with other children in the school.</p>	<ul style="list-style-type: none"> • 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 lessons and piano • LEGO ICT resources <p>Allocated budget: £34,500</p>
<ul style="list-style-type: none"> • Complex issues for ‘Pupil Premium Plus’ (i.e FSM plus SEN) and lower attaining pupils <i>- For the children to be the best that they can be and not be hindered by additional needs</i> <i>- for lower attaining pupils to make accelerated progress and a higher % meet expectations</i> <i>(Ofsted 2018)</i> 	<ul style="list-style-type: none"> • Social skills groups and Nurture Provision • 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. • 1:1 TA support for SEN specific SEMH/ ASD pupils – Nurture and access to the SEN Resource Provision for group support • Strategic lead for lower attaining pupils monitors interventions and impact • ELSA (Emotional literacy support) and LEGO Therapy delivered by L2 Specialist TA 	<p>Repeated, little and often methods to allow progress. Enhancing the social skills of the hard to reach pupils will impact on their emotional well-being and their ability to work successfully within a group or classroom environment.</p> <p>The close monitoring of vulnerable groups (LA pupils) will enable resources to be directed more effectively and as such leaders (including governors) will know that they are financially accounting for success.</p>	<ul style="list-style-type: none"> • RWI support from SEN Inclusion (see above) • SENCO time (25% her SENCO day per week) • 0.1 of specialist L2 TA per week • Specialist dog therapy half a day per week • Learning and Behaviour mentor 0.2 per week (each) • Strategic Lead for Lower Achieving pupils 0.1 each week • Nurture staffing: 0.1 teacher; L3 Ta and L2 TA <p>Allocated budget: £43,000</p>
<ul style="list-style-type: none"> • Social and emotional issues and low self esteem <i>- For the children to be as close to emotionally age appropriate as they can be in order to be successful participators at school</i> 	<ul style="list-style-type: none"> • The school Learning and Behaviour mentors prioritise vulnerable families and pupils (EHA/ 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 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 • THRIVE whole school approach. Two specialist staff trained to deliver and lead. 	<p>Children who are emotional more secure will be ready to learn, take risks and challenge themselves. They will be socially and emotionally literate and able to work without (or with significantly reduced) disruption to others. As a result of improved confidence and self-belief they will be more articulate and able to express themselves to support their learning and/ or personal safety. Pupils will be able to form secure and long-lasting friendships.</p>	<ul style="list-style-type: none"> • Triple P programme (see previous) • CLA tutoring (x30 mins per week) • Nurture facilities (see above) • Cooking therapy (delivery and resources) xL2 TA for 8 sessions • THRIVE – training/ resources • L3 TA: 4 one-hour sessions • Forest Schools – staffing, training, resourcing (including replenishing) and ground preparation <p>Allocated budget: £35,000</p>

BLJS_PUPIL PREMIUM FUNDING REPORT_2019-20_Mrs_Duynstee

	<ul style="list-style-type: none"> • Food Therapy delivered as part of Nurture provision to identified PP children in small groups with their peers • Forest School opportunities as a progression across the Key Stage with increased access to disadvantaged pupils through extended Nurture Provision. 	
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The ASPIRE programme (specifically School and Family Support - SAFs) will be key in providing developments and CPD for the leadership team in improving experiences for the Pupil Premium Pupils.

How do 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. Staff meet in Achievement teams half termly. The Pupil Premium Lead liaises 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;
- Feedback from staff, the child, parents and other professionals who may be involved including external advisors; and Ofsted
- Pupils' books
- 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.