

Pupil premium - BOXGROVE PRIMARY SCHOOL

1. Summary information					
School	BOXGROVE PRIMARY SCHOOL				
Academic Year	2017	Total PP budget	£64,520	Date of most recent PP Review	Feb 2017
Total number of pupils	633	Number of pupils eligible for PP	41 (Year 1-6) 46 (including Reception)	Date for next internal review of this strategy	Oct 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	56% (Year 1-6)	65%
% making progress in reading	73% (Year 1-6)	81%
% making progress in writing	66% (Year 1-6)	73%
% making progress in maths	78% (Year 1-6)	84%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Children reaching their age related expectations by the end of the year	
B.	A curriculum that all children can access	
C.	Parental engagement with their child's learning	
D.	Diminishing the distance between PP children's progress compared to their peers	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance, Lack of parental engagement, emotional difficulties, EAL, attachment disorder, maturity, SEND, turbulent living situations.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated progress – aim to reach age related expectations (ARE)	Progress data meetings with teachers. Barriers to learning identified and specific actions to be followed through to create impact.
B.	Quality first teaching	Teachers constantly meeting the needs of their classes, individualised planning, regular scaffolding opportunities for all learners. Motivate all learners.

C.	Engagement with parents	Conversations with parents, regular updates of children's progress - however small. Learning clinics to share children's work. Parental workshops of different school systems i.e. KS1 info/ KS2 info/ maths workshops/ RWI workshops. Signposted to Nicki W (HSLW) for emotional support.
D.	Implementation of "Achievement for all" programme	Learning conversations to take place with every PP child's parent and teacher. Training given to staff on 22/2/17.

5. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Accelerated progress – aim to reach age related expectations (ARE)</p> <p>B. Quality first teaching</p> <p>D. Implementation of “Achievement for all” programme</p>	<ul style="list-style-type: none"> • Work moderations within year groups/ schools across the GEP & confederation. • Consistent monitoring and tracking of pupil data (STAT Sheffield) • Pupil progress meetings with HT/DH. • Barriers to learning identified and strategies used to support and impact particular pupils. • Embed the “Achievement for all” programme across the school. • Specific pupils targeted for intervention. 	<p>We want to invest some of the PP in longer term change which will help all pupils. Boxgrove have been selected to trial the “Achievement for all” programme which targets our PP and other vulnerable children. It is suitable as an approach that we can embed across the school – aiming to have positive impact for ALL.</p>	<p>Regular training sessions to be disseminated to SLT. SLT/ Staff meetings used to deliver training. Peer observation of focused groups/classes (identified from pupil progress meeting and AFA training sessions). After the training, to embed into learning/everyday practice. Observation of intervention groups by SENDCo. Quality first teaching observations of year groups delivering feedback by SENDCo.</p>	KC/ PP lead	June 2017

<p>A. Accelerated progress – aim to reach age related expectations (ARE)</p>	<ul style="list-style-type: none"> • Work moderations within year groups/ schools across the GEP & confederation. 	<p>Pupils eligible for PP are making less progress than non-PP across Key Stage 1 & 2 in writing (CHECK). We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards' AND want to push those who are 'emerging' into expected.</p>	<p>Growth mindset rolled out across the school. Lesson observations/ learning walks/ Vison in action monitoring. Work scrutiny. Video evidence of QFT modelling to staff in staff meeting time. Regular updates on STAT.</p>	<p>SLT</p>	<p>March 2017</p>
<p>B. Quality first teaching. D. Implementation of "Achievement for all" programme</p>	<ul style="list-style-type: none"> • Consistent monitoring and tracking of pupil data (STAT Sheffield) • Pupil progress meetings with HT/DH. • Barriers to learning identified and strategies used to support and impact particular pupils. • Embed the "Achievement for all" programme across the school. • Planning and differentiation takes in to account ALL learners. • CPD on providing stretch for pupils. 	<p>In-house training for how to motivate all learners, how to ensure a child is working out of their comfort zone and aiming higher.</p>	<p>Following specific strategies advised by the "Achievement for all" programme.</p>	<p>SLT</p>	<p>June 2017</p>
<p>Total budgeted cost</p>					<p>£45,039</p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Accelerated progress – aim to reach age related expectations (ARE)	<p>Small group provision of core subject interventions.</p> <p>Implementing strategies advised by AFA.</p> <p>PP intervention group sessions for pupils with experienced teacher, in addition to standard lessons. (SM)</p>	<p>Providing extra support to ensure high attainment. Small group interventions with highly qualified staff have been shown to be most effective. Combine this additional provision with some 'aspiration' sessions such as talks from successful former pupils.</p>	<p>Extra teaching time and preparation time paid for out of PP budget. Impact overseen by assessment co-ordinator/PP lead.</p> <p>Teaching assistant (TA) CPD for TAs supporting the sessions.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	KC/ PP lead/ JMc	June 2017

<p>D."Achievement for all" programme.</p> <p>To establish and develop the AFA strategic school team</p> <p>To review the effective deployment of additional adults in the classroom</p> <p>To train teachers in the skills of structured conversations To establish a termly schedule for the conversations Achievement Coach to receive feedback from parents, carers, pupils, Teachers</p> <p>To improve provision at lunchtime for vulnerable pupils</p>	<p>Involvement and training of SLT and school staff</p> <p>Use of the cutaway Transferring strategies from interventions into quality first teaching</p> <p>Observing TAs to share good practice TAs feedback regularly on interventions.</p> <p>Engaging parents in their child's learning</p> <p>Building partnerships with parents</p> <p>Review lunchtime experience, facilities and staffing</p>	<p>Progress data of PP and SEN pupils</p> <p>Observations, review of process of feeding back from interventions</p> <p>Strategy suggested by AFA coach, based on evidence from other school's progress data</p> <p>Increasing evidence of vulnerable pupils finding lunchtimes challenging</p>	<p>Review strategies and data</p> <p>Observations, ensure procedures are in place for adults to feedback on progress of intervention groups</p> <p>Feedback from staff, parents and carers and pupils. Improved progress and attainment data</p> <p>Decrease in lunchtime incidents, feedback from pupils, teachers and parents</p>	<p>KC/SLT/ Teachers</p> <p>SLT/ML/SEN CO</p> <p>KC/teachers</p> <p>KC/NW/SEN CO/SLT</p>	<p>Spring 2018</p>
Total budgeted cost					£6,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C.Engagement with parents	<p>Learning conversations advised by Achievement for all.</p> <p>Supporting families financially.</p>	<p>Learning conversations with parents of 18 pupils per year group targeting Y4 & 5 initially. Conversations lasting approx. 30-40 mins each.</p> <p>Providing funding for school trips, residentials, swimming, school uniforms. Children are provided with appropriate resources to remove barriers to their learning</p>	Meetings scheduled with parents. Notes from conversations logged and used to	SLT/ Teachers	Spring 2018

		and access to resources required to achieve success at school.			
Home School link worker	Working closely with our families/children who need considered support	Positive impact on children/parents emotional wellbeing. Signposting families to further additional support available to them.	Regular updates from HSLW when appropriate. Excellent communication between SENDCo/ DSL/ SLT/ Teaching staff.	HSLW	Ongoing
Total budgeted cost					£16,900
GRAND TOTAL					£64,520

Intervention Support Assistant			
7. Year 2 and 3 Support Assistant	Allows children to work alongside an adult to achieve targets set, in class and through intervention.	Key Stage 1 & 2	5004
8. Year 4, 5 and 6	Allows children to work alongside an adult to achieve targets set, in class and through intervention.	Key Stage 2	6674
9. Support staff mentoring and training	Opportunities for PP support staff to meet, share good practice and mentor other members of support staff. Provide training for support staff to become competent and confident with PP interventions and recording.	All year groups	1156
10. School Trips, residential and school uniforms	Provides full funding for school trips, residentials, swimming and school uniforms.	All Year Groups	9000
11. Pupil premium meetings with parents	Each term parents meet with class teachers to plan the support for their child during the term. They plan what the child needs to remove barriers to their learning and make enhanced progress at school. Targets are set for the term and the people responsible for fulfilling the targets are identified.	All year groups	2326
12. Support with additional school activities and resourcing.	Children are provided with appropriate resources to remove barriers to their learning and access the resources required to achieve success at school.	All year groups	6900
13. Jean Marshall – Yr 4 support	Additional support for PP children in Y4.	Y4	6700
14. Vulnerable PP children support.	Additional 1:1 support for vulnerable children	Y3	6190
GRAND TOTAL			£65,840