

# 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	Sept 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	Sept 2018

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%
% working at age related expectations in reading	73% (Year 1-6)	81%
% working at age related expectations in writing	66% (Year 1-6)	73%
% working at age related expectations progress in maths	78% (Year 1-6)	84%

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

<b>C.</b>	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.
<b>D.</b>	Implementation of "Achievement for all" programme	Learning conversations to take place with every PP child's parent and teacher. Training given to staff 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	Review of implementation	Review
<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"> <li>Work moderation s within year groups/ schools across the GEP &amp; confederation.</li> <li>Consistent monitoring and tracking of pupil data (STAT Sheffield)</li> <li>Pupil progress meetings with HT/DH.</li> <li>Barriers to learning identified and strategies used to support and impact particular pupils.</li> </ul>	<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 over a 2 year program.</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>	<p>KC/ PP lead</p>	<p>June 2017</p>	<p>Training given to staff</p> <p>Quality first teaching observations operated by SENDCo in Spring Term. All class teachers had a good understanding of the needs of their children and how their teaching ensured these children were able to access the learning. SENDCo suggested further strategies to help certain individuals.</p> <p>Intervention group observations carried out by SENDCo in Autumn and Summer term alongside Anna Vrahimi (Assistant Head from MOD school placed at Boxgrove as part of NPQH process). Interventions were developed to ensure they follow a 10-week programme with a baseline and final assessment to measure progress and make assessments manageable for staff.</p>

	<ul style="list-style-type: none"> <li>• Embed the "Achievement for all" programme across the school.</li> <li>• Specific pupils targeted for intervention</li> </ul>					
A. Accelerated progress – aim to reach age related expectations (ARE)	<ul style="list-style-type: none"> <li>• Work moderations within year groups/schools across the GEP &amp;</li> </ul>	Pupils eligible for PP are making less progress than non-PP across Key Stage 1 & 2 in writing. 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.	Growth mindset rolled out across the school. Lesson observations/ learning walks/ Vision in action monitoring. Work scrutiny. Video evidence of QFT modelling to staff in staff meeting time. Regular updates on STAT.	SLT	<b>March 2017</b>	Growth mindset lessons taking place across the school- now needs embedding with new whole school focus in Autumn term

<p>B. Quality first teaching.</p> <p>D. Implementation of "Achievement for all" programme</p>	<ul style="list-style-type: none"> <li>• Consistent monitoring and tracking of pupil data (STAT Sheffield)</li> <li>• Pupil progress meetings with HT/DH.</li> <li>• Barriers to learning identified and strategies used to support and impact particular pupils.</li> <li>• Embed the "Achievement for all" programme across the school.</li> </ul>	<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><b>June 2017</b></p>	<p>Training that has taken place</p> <p>Maths Mastery  Buzz boards – promote learning  Cutaway approach  Marking, feedback and radial planning  Coaching training  Reading, writing and maths moderation  Learning Conversation training</p> <p>All pupil progress meetings held and feedback given for specific groups of pupils.  18 learning conversations took place in year 4 and 5  Self esteem was the prominent finding when analysing all the learning conversation.  Further work on self esteem to be completed next year</p>
<b>Total budgeted cost</b>						£45,039
<b>ii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review of implementation</b>	

<p>A. Accelerated progress – aim to reach age related expectations (ARE)</p>	<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. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>KC/ PP lead/ JMc</p>	<p><b>June 2017</b></p>	<p>TA CPD was offered in-house with the SENDCo within a clinic drop-in situation. Also TAs had a lot of input and advice (group and 1:1), from Anna Vrahimi (Assistant Head from MOD school placed at Boxgrove as part of NPQH process). Anna and SENDCo liaised to ensure TAs felt supported. External CPD opportunities will roll-over to 2017-18.</p> <p>Parents are informed of any intervention their child is in and progress is shared via the child's class teacher during parent-teacher meetings and SSA/WAVE 1 meetings.</p>
<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</p> <p>To establish a termly schedule for the conversations</p> <p>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>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/SE NCO</p> <p>KC/teachers</p> <p>KC/NW/SE NCO/SLT</p>	<p><b>Spring 2018</b></p>	<p>Learning walk carried out by SENDCo to monitor effective use of adults supporting children. All staff deploy effectively and recommendations shared when appropriate. Cut-away teaching is just one method of differentiation that Boxgrove use effectively. It is unrealistic to anticipate this being the only effective method. All teachers differentiate appropriately for the needs of their children through QFT and targeted support (interventions).</p> <p>Data analysed for AFA pupils – 85% had made good progress. Those that had made limited progress were pupils that had complex needs. Progress on softer skills had been made with regard to those pupils.</p>

<b>Total budgeted cost</b>					£6,000	
<b>iii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review implementation</b>	
C.Engagement with parents	Learning conversations advised by Achievement for all.  Supporting families financially.	Learning conversations with parents of 18 pupils per year group targeting Y4 & 5 initially. Conversations lasting approx. 30-40 mins each.  Providing funding for school trips, residentials, swimming, school uniforms. Children are provided with appropriate resources to remove barriers to their learning and access to resources required to achieve success at school.	Meetings scheduled with parents. Notes from conversations logged and used to	SLT/ Teachers	<b>Spring 2018</b>	All 36 learning conversations and reviews in year 4 + 5 have taken place.  Analysis completed on all the learning conversations – self-esteem highlighted as an area that needs further work with those pupils next year.
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	<b>Ongoing</b>	SENDCo and HSLW have fortnightly meetings and often adhoc meetings throughout the working week. There is naturally a lot of overlap between the two roles and we pride ourselves on the positive communication shared.
<b>Total budgeted cost</b>					£16,900	
<b>GRAND TOTAL</b>					£64,520	

## 6. Review of expenditure

Academic Year 2015-16

Activities selected	What this does	Targeted pupils	Cost
1. One to one tuition	This is where an individual pupil is removed from their class and given intensive tuition. The tuition is targeted at improving their Literacy or Maths skills. The child is given one hours extra tuition each week for one term.	Year 5 and 6 pupils	<b>9319</b>
2. Support from the Home School Link Worker	The Home School Link Worker works with families to provide support and advice. She also works 1:1 with some children to support them socially and emotionally.	All year groups	<b>3685</b>
3. Structured Reading intervention sessions	This will identify specific individual needs in terms of development of strategies in reading and plan an approach that is tailored to the individual's needs. All teaching assistants who deliver this approach will be trained.	All Year Groups	<b>2584</b>
4. Writing intervention sessions	This intervention will enable individuals to have extra help with their writing targets and make accelerated progress.	All Year Groups	<b>2584</b>
5. Maths intervention sessions :First class @ number	Maths intervention to be planned for 10 weeks for children to accelerate their progress and understanding in maths. The teaching support staff delivering this programme receives training before running the intervention.	KS1 & Lower KS2	<b>1005</b>
<ul style="list-style-type: none"> <li>• Training for support assistants supporting pupils: First Class @Number</li> </ul>	Provides professional development for support staff to ensure that we are providing high quality interventions and support for pupils with Maths.  TA to go on course to revise updated material.		<b>495</b>
6. Foundation Stage and Year 1 Early Intervention Support Assistant	An early intervention support assistant will work alongside identified children in class and through intervention to ensure that they make accelerated progress in specified areas of learning.	Reception and Year 1	<b>5205</b>



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	<b>5004</b>
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	<b>6674</b>
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	<b>1156</b>
10. School Trips, residential and school uniforms	Provides full funding for school trips, residentials, swimming and school uniforms.	All Year Groups	<b>9000</b>
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	<b>2326</b>
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	<b>6900</b>
13. Jean Marshall – Yr 4 support	Additional support for PP children in Y4.	Y4	<b>6700</b>
14. Vulnerable PP children support.	Additional 1:1 support for vulnerable children	Y3	<b>6190</b>
<b>GRAND TOTAL</b>			<b>£65,840</b>