

Pupil Premium - BOXGROVE PRIMARY SCHOOL- 2017-2018

1. Summary information					
School	BOXGROVE PRIMARY SCHOOL				
Academic Year	2017	Total PP budget	£64,520- plan funded from PP and other revenue sources	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	44% (Year 1-6)	61%
% working at age related expectations in reading	70% (Year 1-6)	71%
% working at age related expectations in writing	59% (Year 1-6)	76%
% working at age related expectations progress in maths	52% (Year 1-6)	75%

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 or exceeding their age related expectations by the end of the year
B.	A stimulating curriculum that all children can access
C.	High 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, mental health, young carers

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) or above	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 so that they develop a love of learning, find their strengths and talents and achieve more than they thought possible.
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. Learning conversations for identified pupils using Achievement for All approach.
D.	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"> 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. Identified focus on disadvantaged pupils in performance management 	<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>	KC/ PP lead/SENCO	June 2018	

	targets as applicable					
A. Accelerated progress – aim to reach age related expectations (ARE)	<ul style="list-style-type: none"> Work moderations within year groups/schools across the GEP & confederation. 	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/ Vison in action monitoring. Work scrutiny. Video evidence of QFT modelling to staff in staff meeting time. Regular updates on STAT.Growth mindset assemblies weekly for whole school with follow up work in class led by DHT and AHT	SLT	June 2018	

<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. 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>June 2018</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 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>To increase pupils self esteem</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>Use of AFA 'Bubble Time' resources</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>AFA analysis shows self esteem area of priority for pupils</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>Staff will be given training to deliver bubble time resources</p>	<p>KC/SLT/ Teachers</p> <p>SLT/ML/SE NCO</p> <p>KC/teachers</p> <p>KC/NW/SEN CO/SLT</p> <p>KC/AR</p>	<p>Spring 2018</p>	

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	Review implementation	
C. Engagement with parents	<p>Learning conversations advised by Achievement for all.</p> <p>Supporting families financially.</p> <p>Analysis of PP participation in extra curricular activities</p>	<p>Learning conversations with parents of 18 pupils per year group targeting Y4, 5 & 6. 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 and access to resources required to achieve success at school.</p> <p>We need to know the proportion of PP attending extra curricular activities so that where gaps are identified, we can address these to ensure disadvantaged pupils are proportionately represented</p>	<p>Meetings scheduled with parents. Notes from conversations logged and used to</p> <p>Through TAFs, learning conversations, other parent meetings</p> <p>PP lead to analyse data and discuss with pupils and parents to ensure that where PP children represented proportionately. Ensure that all PP children know what extra curricular activities are available to them.</p>	<p>SLT/ Teachers</p> <p>PP lead/ Teachers</p>	Spring 2018	
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	

6. Review of expenditure

Academic Year 2017-2018

Activities selected	What this does and why we are doing it	Targeted pupils	Cost	Review/Impact
1. 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. We recognise the proportion of disadvantaged pupils that we have and our school vision to ensure that all pupils develop a love of learning, find their strengths and talents and achieve more than they thought possible.	All year groups – 5 hours per week	£3786	
2. Assistant Headteacher role in leading on pupil premium	The Assistant Headteacher will monitor the progress and attainment of PP children and work with staff and parents to remove barriers to learning and accelerate progress. She will observe individual pupils and feedback to class teachers (2hrs per half term), she will observe whole classes and feedback to class teachers (2hrs per term). She will gather data and prepare reports to share with senior leaders and governors (2 hrs per term)	All year groups- 5 hours per term	£742	
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	£3829	
4. Writing intervention sessions	This intervention will enable individuals to have extra help with their writing targets and make accelerated progress.	All Year Groups	£501	
5. Project X Code intervention training for teaching assistant supporting pupils	Project X CODE is a proven reading intervention for children in Years 2–4 (P3–5) who are a year or more behind in their word reading. It combines phonics and comprehension development in a character adventure series that's perfect for engaging boys. This will involve both a teacher and TA attending the training.	Years 3 and 4	£1186	
6. Maths intervention sessions	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. This will include the programme First Class @ Number, pre-teaching of maths vocabulary and maths mastery intervention.	KS1 & Lower KS2	£3220	

7. Social skills intervention sessions	Social skills intervention sessions which aim to develop social skills and build self esteem and contribute to positive mental health and well being for vulnerable pupils. This will include Lego Therapy, Self esteem booster group, Time to Talk program and 1:1 anger management strategies.	All year groups	£1038	
8. Phonics intervention session	Phonics booster sessions on 1:1 and group basis delivered by trained teaching assistants or teachers	All year groups	£3611	
9. 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	£4151	
10. 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	£4151	
11. Year 4, 5 and 6	Allows children to work alongside an adult to achieve targets set, in class and through intervention.	Key Stage 2	£6226	
12. 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. Staff to coach one another.	All year groups	£1500	
13. School Trips, residential and school uniforms	Provides full funding for school trips, residentials, swimming and school uniforms.	All Year Groups	£10000	
14. 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. The 'Learning conversation' approach will be used.	All year groups	£2326	
15. 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	£1000	
16. Achievement for All Program and Learning conversations	Identified pupils and parents will meet with class teachers termly for 45 mins to take part in a learning conversation to identify areas of interest, things the pupils finds difficult and then jointly agreed targets. Yr 4, 5 and 6 pupils who are PP (25 pupils) will take part this year. We will measure the impact and then offer to further year groups based on the measured impact.	All year groups	£3981	

17. Pupil Premium home school packs	Parents of pupil premium children will be offered a home school pack to support their child's learning at home. Teachers will identify specific target areas for the pupil.	All year groups	£810	
18. Lunchtime Hub	A lunchtime Hub will run for vulnerable pupils to support them socially and emotionally with an aim to integrating them back onto the playground at lunchtime. These pupils will be identified by class teachers in discussions with the leaders of lunchtime hub. 30 mins 5 x week SLT member, 1 TA 30 mins per day 5 x week	All year groups	£7618 £731	
19. Transtion project for pupil premium children with George Abbot secondary School	Pupil Premium Leads from both schools will meet to plan effective transition for these pupils. Pupils will be identified for extra visits as appropriate. Staff will visit each others schools to observe practice. Staff from George Abbott will lead taster sessions and teach a lesson to pupils at Boxgrove. 8 PP pupils in year 6 will take part in a transition project run by Specialist teaching service to support their transition into secondary school.	Year 6	£445	
20. To monitor the extra curricular activities that PP children are accessing,	The PP lead will identify trends and support some children to access additional activities	All year groups	£2002	
21. NELI Project	The Nuffield Early Literacy Intervention has already been proven to help pupils develop their spoken language skills such as vocabulary, story telling and listening skills. Pupils in Year R will be selected to take part in a research project conducted by Queen's University, Belfast. This will involve 3.5 hours of TA time per week to deliver the intervention to the four most vulnerable pupils.	Year R	£1392	
22. Less able writers	Purchase of licence for 'Clicker 7' program and training for staff in delivering program to support less able writers in planning, writing and editing pieces of work	All year groups	£2800	
23. PSHEC Program	Heart Smart resources for assemblies and follow up activities in the classroom. The principal of this program is to build resilience, emotional intelligence and active empathy in the hearts of children. This resource will be used across the school and will become intrinsic to our values and our teaching.	All year groups	£1000	

<p>24. Letterbox Club (Booktrust)</p>	<p>3 PP pupils will receive a pack Each participating child receives their own colourful parcel of books, number games, stationery and other high quality materials once every month for six months, from May to October. Books for the parcels are carefully selected by an independent panel of experts and includes a range of different genres, such as: fairy tales, classic and contemporary stories, picture books, novelty/joke books, poetry, non-fiction and audio books. Some parcels include letters from authors of the books! PP lead to measure impact with child/pupil/teacher and use information to plan accordingly for next budget</p>		<p>£405</p>	
<p>GRAND TOTAL</p>			<p>£68451</p>	