

Pupil Premium - BOXGROVE PRIMARY SCHOOL- REVIEW- 2017-2018

1. Summary information					
School	BOXGROVE PRIMARY SCHOOL				
Academic Year	2017 - 2018	Total PP budget	£64,520- plan funded from PP and other revenue sources	Date of most recent PP Review	July 2018
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	See New Strategy Doc 2018-2019

2. Current Progress (July 2018- Key Stage 2 outcomes)		
Please note: Due to the low numbers of PP pupils in Year 6 (10 compared to 90), the validity of the data is not always an accurate representation.	<i>Pupils eligible for PP Boxgrove</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	40% (4/10)	70% (64%)
Achievement in Reading	50% (5/10)	79% (75%)
Achievement in Writing	50% (5/10)	74% (78%)
Achievement in Maths	40% (4/10)	78% (76%)

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	See table below

	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	

B. Quality First Teaching	<ul style="list-style-type: none"> • Consistent monitoring and tracking of pupil data (STAT Sheffield) 	<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>	SLT	June 2018	
D. Implementation of “Achievement for all” programme	<ul style="list-style-type: none"> • 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. • Use of ‘the bubble’ tools AFA 	<p>PP lead to meet with staff supporting PP children- share good practice between staff and establish training needs. PP lead to run clinic inviting PP staff to come along and ask questions</p> <p>Teachers to provide home packs for identified PP children to support areas of learning that are being targeted for them</p>	<p>Vision in action visits and observations made by middle and senior leaders</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	Review of 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. 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>	KC/ PP lead/ JMc	June 2018

<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>	<p>.</p>
<p>iii. Other approaches</p>						<p>.</p>
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>Review implementation</p>	<p>.</p>
<p>C. Engagement with parents</p>	<p>Learning conversations advised by Achievement for all.</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>Meetings scheduled with parents. Notes from conversations logged and used to</p>	<p>SLT/ Teachers</p>	<p>Spring 2018</p>	<p>.</p>

	<p>Supporting families financially.</p> <p>Analysis of PP participation in extracurricular activities</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 extracurricular activities so that where gaps are identified, we can address these to ensure disadvantaged pupils are proportionately represented</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 extracurricular activities are available to them.</p>	PP lead/ Teachers		
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	Some children identified as having social and emotional needs that have required support from the home school link worker. She has worked very effectively to remove barriers by involving agencies, holding TAF meetings, working with small groups and one to one, working with class teachers, organised young carer events, signposted parents to ASD support groups, given parenting advice, provided food bank vouchers, organised for pupils to attend holiday clubs and provided holiday activities. The impact is that these pupils have been able to improve their personal and social skills, become more emotionally resilient, reduced disruption to home life and parents have been well supported to make informed choices.
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	All year groups- 5 hours per term	£742	Consistent monitoring and tracking of pupil data (STAT Sheffield): PP lead has drilled down data for individuals every half term and met with class teachers/SLT to ensure

	teachers (2hrs per term). She will gather data and prepare reports to share with senior leaders and governors (2 hrs per term)			that for those pupils who are not making expected progress, teachers are accountable and discussions are focused on what else we can do. Where it is identified that a pupil continues to be concern, we have used the learning conversation or moved the pupil to a wave 1 plan if SEN is identified in addition to PP. The AHT has prepared and presented PP reports to govs and SLT.
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	Class reader and 100 books have had a huge impact- bespoke questions have been written using stem questions from the KS2 SATs.
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	Progress in terms of the bottom yellow children feeling more confident in giving writing a go and using basic punctuation much more accurately through the DPA group Progress for individual in year 5- improved use of punctuation and re-reading of work. Clear evidence in Year 4 of pupils using what they had learnt in the intervention (more able writers

				group) in their work in class.
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	Project X code has run successfully in Years 3 and 4 again this year. Additional staff have been trained by those or went to the original training. The impact of this has been – the children attending the group making good progress with their fluency, decoding and comprehension. The groups run regularly and due to small group sizes are calm and conducive to learning.
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	Pre-teaching of vocab and the maths mastery curriculum using same day intervention has had a positive impact on progress (see maths results. Staff feedback rated this intervention highly in terms of impact on individual progress. First Class@number has not taken place due to the fact that it does not match the mastery curriculum. Year 4 excellent progress with basic maths skills after intervention.
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	All year groups	£1038	Lego Therapy training given to all TAs-

	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.			rolled out to other year groups. This has been very successful for supporting some of our vulnerable pupils to learn to focus and follow instructions. The Time to Talk program has been used effectively to support pupils in Year 1. Pupil voice self-esteem groups were set up and led by the AFA coach. Impact can be seen above with regard to AFA data.
8. Phonics intervention session	Phonics booster sessions on 1:1 and group basis delivered by trained teaching assistants or teachers	All year groups	£3611	Phonics booster groups have taken place across key stage 1 and all have had a positive impact on progress. Further groups planned next year for those who did not pass the phonics screening and consideration to how we can improve this further for phonics outcomes.
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	Extremely successful delivery and impact of the NELI program on pupils' progress in S and L. NELI to be rolled out to further children in R and in Year 1 in September.
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	Support staff have supported pupils on the provision maps on a weekly basis, worked with class

				teachers to change provision according to need and reviewed and shared this information with parents. The impact of this is that the majority of these pupils have made progress from their starting points. Those who have not are identified as on alert and have been moved to additional support or been referred for outside agency advice.
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	As above for interventions that have taken place in KS2
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	Training given to support team to ensure full understanding of PP funding and aims for accelerated progress
13. School Trips, residential and school uniforms	Provides full funding for school trips, residential, swimming and school uniforms.	All Year Groups	£10000	This funding has been provided where it has been needed. PP lead and HSLW have liaised regarding needs of individual and families to ensure quality of life is improved by providing these items.
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	All year groups	£2326	The learning conversation approach has been successfully used with all Year 5 and 6 pupils on the

	fulfilling the targets are identified. The 'Learning conversation' approach will be used.			Achievement for All Program. This approach has also been used for PP pupils who do not have identified SEN but are not making expected progress
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	The HSLW has worked with the PP lead, classteachers and the support team to identify pupils whose families require support with resources and has provided this through the PP funding.
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 find 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	35 pupils were identified for AFA. Learning conversations took place with all 35 pupils and parents and targets were identified. See above table for impact – data results.
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	Teachers have provided packs in Key Stage one for pupils who have required them which are tailored to pupils' individual learning needs. Where these have been used by parents, there has been an increase in pupils confidence and resilience in the classroom to some lessons

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	This year we have made improvements to the way in which lunchtime hub is run based on feedback from staff and pupils. The hubs are now run by support staff who work with the PP lead to ensure provision matches needs of the pupils.
19. Transition 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 other's 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	PP lead met with GA PP lead and GA Year 7 lead to plan for transition. PP lead put together an action plan. The following activities have taken place: Ex Boxgrove pupils GA Yr 7 visited Boxgrove to talk to all pupils going to GA, PP lead and KS2 phase leader visited GA to shadow Yr 7 pupils. Staff from GA visited Boxgrove to learn more about the Yr 6 curriculum. Pupils attended additional sessions. STIPS program provided additional support for vulnerable pupils.
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	As in above table
21. NELI Project	The Nuffield Early Literacy Intervention has already been proven to help pupils develop their spoken language skills such as vocabulary, storytelling and listening skills. Pupils in Year R	Year R	£1392	5 pupils in Reception took part in the intervention for the research. They were

	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.			screened in the autumn term and then the intervention was delivered for 20 weeks in the spring and summer term. The impact was that all children on the intervention program made progress. Children who wouldn't have met their prime areas have all met them. 2 pupils met GLD for the end of the year.
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	The program was purchased, training was given to teachers and the program has been used to effectively support pupils across the school who find writing challenging. However, it is too early to measure the full impact of this as the program has only been in place since the spring term.
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	This program has been very successful for pupils in Years 2-6 who received weekly assemblies for 30 mins for 12 weeks led by the PP lead and DHT. Pupils then went back to class to do follow-up work on each of the Heartsmart 'High 5s'. Staff report that pupils across the

				school are using the language of Heartsmart and making better choices.
24. Letterbox Club (Booktrust)	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		£405	The aim of this intervention was to increase enjoyment of learning, improve attitudes to learning and impact on progress. Pupils were selected based on nomination by classteachers. Entry questionnaires were conducted with both pupils and parents. It is not possible to judge impact yet as the intervention takes place from May to October but the PP lead will conduct exit questionnaires and measure progress and attitudes in October. Classteachers have also carried out activities with the children based on items from the packs and have recorded attitudes towards these and achievement of learning objectives.
GRAND TOTAL			£68451	