

BLJS_PUPIL PREMIUM FUNDING REPORT_2018-19_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 2017-18 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 2018-19 we expect to receive £171, 100

Pupil Premium - The key priorities:	2018-19	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 (LA/ PP+): RAP 2</i> • Good and Outstanding teaching and learning • Targeted intervention – especially LA • 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 • Consistent tracking and high opportunities for pupil engagement • DATA which shows a closing gap between the disadvantaged pupils and the cohort/ disadvantaged and non-disadvantaged both locally and Nationally 	<ul style="list-style-type: none"> • Improve levels of attainment and progress • Sufficiently accelerate progress in order to close attainment gaps relative to local and National averages • Secure reading and maths skills at the expected level • Ensure secure knowledge and accuracy of basic grammar • Ensure confidence and speed with maths esp. calculation skills • Engage and develop learning and emotional well-being, through a wide range of extra-curricular provision • Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils • Support pupils in becoming aspirational, confident and successful learners
What are the potential barriers to learning?		
<ul style="list-style-type: none"> • Parental engagement – for the most hard to reach – resulting in poor attitude towards school and a belief in what they can achieve • Poor literacy levels restricting access to the curriculum – resulting in lower in class progress at a high enough level/ impacting on Maths and other subjects which impacts on sustained improvements and outcomes at the end of the Key Stage • Disadvantaged pupils attain less well in Reading, GPAS and Maths than the cohort; low level literacy and self-belief • Poor phonic reading skills means that they are always on ‘Catch Up’ (Ofsted 2018) • Less or inadequate resources to support learning at home – parents may not all value homework or provide time and a comfortable space/ resources • Attendance and lateness – especially for Pupil Premium ‘plus’ (such as PP and SEN/ current FSM) – 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 • Narrow life experiences outside of school/ enrichment (incl. P.E – see P.E plan) – lack of opportunity results in low aspirations • Interventions for pupils with complex issues such as SEN and lower achieving pupils (Ofsted 2018) are not closely monitored enough to gauge impact of initiatives 		

BLJS_PUPIL PREMIUM FUNDING REPORT_2018-19_Mrs_Duynstee

Pupil Premium Actions: 2017-18			
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 <p><i>- For the children to have support at home in line with their peers in order to give them the best chance to succeed</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) • All teaching staff engage in Achievement for ALL 	<p>Some of our parents do not engage with school. Achievement for All is a proven initiative to support parental engagement - we have used it before and it is beginning to have an 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 leads for training/ monitoring/staff INSET • 0.1 cover each week to release staff to meet with parents • Triple P training programme • Learning and Behaviour Mentor EHA support x0.1 per week <p>Allocated budget: £12,000</p>
<ul style="list-style-type: none"> • Poor literacy levels 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 enhanced access to other curriculum areas</i></p> <p><i>- the children to secure basic skills to be secondary ready when they complete the key stage</i></p>	<ul style="list-style-type: none"> • Provision of an additional adult (level 2 TA) to hear readers for PP Pupils across school • RWI Catch Up phonics for SEN pupils • Booster Groups – Pupil Premium Boys (Read/ Maths/ GPAS) to start September 2017 x4 1hr afternoon sessions per week • Booster groups – Pupil Premium focus after school x2 1 hr sessions – Achieve 100 Reading • Homework club 	<p>Our children need to read with speed, accuracy and read a sufficient volume of texts. It will boost additional reading, 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. As they are a programme they allow for a consistent and planned approach. Booster groups after school allow for increased access to learning and will reinforce learning at an expected standard.</p>	<ul style="list-style-type: none"> • Level 2 TA x 0.5 • RWI Catch up x1 hr per day • Level 3 TA for x2 one hour sessions • Level 3 TA for x4 one hour sessions weekly (Booster: Achieve 100 Reading) plus weekly planning • Level 2 TA for x4 one hour sessions weekly (Homework club/ CGP: GPAS) • Teacher x0.2 to boost yr3-5 <p>Allocated budget: £24,000</p>
<ul style="list-style-type: none"> • Disadvantaged pupils attain less well in Reading, GPAS and Maths than the cohort <p><i>- For the disadvantaged pupils to have the same outcomes as those who are not disadvantaged</i></p>	<ul style="list-style-type: none"> • Closing the Gap focus uppils for Pupil Progress meetings (in line with last years project) • Teacher to deliver booster sessions for basic skills Maths across the school (times table focus) 	<p>Reducing class groupings to enable targeted support to ensure that the teacher can direct the correct support to the identified children and increase teacher or TA input. The Closing the Gap project will bring school to school support and increase capacity of staff. Boosting pupils capabilities with times tables</p>	<ul style="list-style-type: none"> • Teacher x0.2 to boost yr6 • Staff CPD, meeting time and cover for Pupil Progress meetings • Level 3 TA for x4 one hour sessions weekly (Booster: Achieve 100) • Cost implications also through Nurture and small group/ 1:1 support already costed in

BLJS_PUPIL PREMIUM FUNDING REPORT_2018-19_Mrs_Duynstee

		and basic skills will increase their speed.	Allocated budget: £15,000
<ul style="list-style-type: none"> Poor or inadequate phonic knowledge hinders reading progression – especially in lower achieving pupils <i>- For all pupils to have secure phonic strategies</i> <i>- For all lower achieving pupils to have access to reading books at an appropriate level</i> <i>(Ofsted 2018)</i> 	<ul style="list-style-type: none"> Teachers to deliver phonic spellings to Yr3 for those that need catch up Daily interventions across school to teach phonics SEN team to deliver phonics through RWI catch up interventions Reading lead to source a Phonic Reading scheme to run alongside AR 	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 reading scheme does not adequately support phonic progression for the lower ability readers.	<ul style="list-style-type: none"> Level 3 TA for x2 one hour sessions Staff training and staff meeting time on Phonic training and strategies. Phonic based resources. RWI Catch up delivery x 1hr daily Training for Reading lead on phonic awareness New reading scheme to run alongside AR <p>Allocated budget: £4,000</p>
<ul style="list-style-type: none"> Less or inadequate resources to support learning at home <i>- For the children to have the equipment to help them have the same opportunities to work at home</i> 	<ul style="list-style-type: none"> Homework packs allocated to pupils with home equipment Access to Homework clubs after school 	Disadvantaged pupils do not need further avoidable hindrance. Children, who are successful and enjoy homework, share in the delights of what they have achieved - part of this is because they have the tools to do it.	<ul style="list-style-type: none"> Funding allocation to home readers (base on PP at 25% for the school) <p>Allocated budget: £1,600</p>
<ul style="list-style-type: none"> Attendance and lateness <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 be ready to start school on time, to not miss any essential learning and for them to feel settled and organised before they start</i> 	<ul style="list-style-type: none"> Attendance Officer will monitor/ send out letters and review attendance patterns Attendance reviews with HT and Admin attendance personnel Meetings with 'hard to reach' families Annual review with ACE FGB report to governors (termly) and to parents via newsletters half termly Credit system for rewarding/ acknowledging arrival in time for school for persistent offenders – first two places for most improved pupils 	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 or lateness 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 Officer time at 0.1 per half term (meetings/ review) Attendance Admin at 0.1 per half term (meetings/ review) Attendance Officer time for PP/ FSM (x0.1 per fortnight) Store voucher (£10) to be awarded for credits gained per half term Attendance team time to meet with parents, review actions and monitor systems <p>Allocated budget: £3,000</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/ Harris Sports Partnership Sports Trip subsidy for the curriculum (x1 trip per yr per PP pupil) Concession for residential trips - Castleton / Isle of White 	Sport and activity is good for the brain and reinforces effective learning as well as readiness to learn. It fills gaps in self-esteem and encourages a cycle of reflection – success/ failure/ success. It promotes team work, essential to classroom learning and pupil social interaction. Additional activities can support the children	<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) Residential concession (parents to pay first £100 – Isle of White/ first £80 - Castleton) ICT lead – 0.3 per week Wider opportunities - Business trips (some entrance fees/ mini-bus drivers and supporting

BLJS_PUPIL PREMIUM FUNDING REPORT_2018-19_Mrs_Duynstee

	<ul style="list-style-type: none"> • Priority access to Sports events • Priority for Radio Club and website – More Able/ PP boys x 1 morning per week • Trips out to business - aspirations (i.e. University) – yr5/6 focus – one visit per half term • Trips and experiences for Nurture children – x4 per year (in 2 groups) • 1:1 Music tuition – piano/ keyboard and guitar • Priority for LEGO ICT x1 day per week 	<p>in knowing their own ability, and supports them with what they may want to aspire to.</p>	<p>staff)</p> <ul style="list-style-type: none"> • Nurture trip entrance fees – cross curricular experiences (£10 per child) • 0.1 teacher for 1:1 music tuition • 1:1 guitar lessons • LEGO ICT resources <p>Allocated budget: £40,000</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"> • 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. • Social skills groups – boy focus • 1:1 TA support for SEN specific SEMH/ ASD pupils • Appoint a Strategic Lead for Lower Attaining Pupils to scrutinise interventions and group data 	<p>Closing the gap in phonetic knowledge is critical in secure educational success. Without these foundations the pupils cannot secure basic foundations. Repeated, little and often methods can accelerate 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. 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"> • Inclusion Manager (25% of her time) • SENCO time (25% her SENCO day per week) • Level 3 TA x1 hr per week • STS x1 hr per week • x6 level 2 1:1 TAs at - x6hrs; x15hrs; x8hrs; x15hrs • Learning and Behaviour mentor 0.2 per week (each) • Strategic Lead for Lower Achieving pupils 0.1 each week. <p>Allocated budget: £36,000</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/ Nurture/ 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/ EIS transition support 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 • Introduce Forest School opportunities as a 	<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.</p>	<ul style="list-style-type: none"> • Triple P programme (see previous) • CLA tutoring (x30 mins per week) • Nurture facilities (2hrs per day Level 3 TA; 50% of x1 Level 2 TA and x1 0.1 teacher) • STS TA: 4 one hour sessions • Forest Schools – training, resourcing and ground preparation <p>Allocated budget: £35,000</p>

BLJS_PUPIL PREMIUM FUNDING REPORT_2018-19_Mrs_Duynstee

	progression across the Key Stag with increased access to disadvantaged pupils through extended Nurture Provision.		
--	---	--	--

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.