

# Pupil premium strategy statement - Dunchurch Boughton C. of E. Junior School

1. Summary information			
School	Dunchurch Boughton C. of E. Junior School		
Academic Year	2018-19	Total PP budget	£48,464 PP children = 28 x £1320 = £36960 LAC children = 5 x £2300 = £11500
Total number of pupils	265	Number of pupils eligible for PP	28

2. Current attainment				
<p><b>Percentage of disadvantaged pupils achieving the expected standard or higher</b></p> <p>Number of disadvantaged pupils = 10</p> <p>Percentage achieving the expected standard or higher</p>	Reading	Writing	Maths	
	<p>Progress score for disadvantaged pupils</p> <p>Confidence interval</p>	<p><b>2.87</b></p> <p>-0.8 to 6.6</p>	<p><b>0.58</b></p> <p>-3.0 to 4.2</p>	<p><b>-1.00</b></p> <p>-4.4 to 2.4</p>
<p><b>Percentage of disadvantaged pupils achieving the higher standard</b></p> <p>Number of disadvantaged pupils = 10</p>	Number of disadvantaged pupils	10	10	10
	Disadvantaged pupils with adjusted score	0	0	0
	National average for non-disadvantaged pupils	0.31	0.24	0.31
Source: Analyse School Performance 2018				

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>A.</b>	Gaps in maths and English knowledge specific to each child (linked to SDP priority 6)
<b>B.</b>	Social and emotional issues
<b>C.</b>	A range of family issues impact on some of our children. These can include parenting skills, financial issues and inability to access further support from outside agencies.
<b>D.</b>	Attendance (linked to SDP priority 7)
<b>4. Success criteria</b>	
<b>A.</b>	All pupils who qualify for the pupil premium will make at least expected progress in reading, writing and maths assessments at the end of the school year.
<b>B.</b>	All children who have been identified as having social and emotional issues to receive support at one of three levels: (i) High quality 'wave 1' support provided by all staff (ii) Nurture provision through the Den (iii) Counselling from the school counsellor Over the course of the year there will be a reduction in the numbers of children needing support at levels 1 and 2.
<b>C.</b>	All families who have been identified as needing support will have been offered pre-early help or early help support.
<b>D.</b>	Increased levels of attendance for pupils who qualify for the pupil premium

## 5. Planned expenditure

**Academic year**

2018-19

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>Accurate understanding of the gaps in children's knowledge and skills (see barrier A), with a particular focus on writing and maths.</p> <p>Additional teaching from qualified teachers/</p>	<p>Develop a rigorous approach to teacher assessment which complements the tests currently used for assessments and gives teachers useful formative assessment data.</p> <p>Weekly 1-to-1 teaching with every year 6 child and selected other children.</p> <p>All teachers have a pupil premium group once a week.</p> <p>Extra release time to allow teachers to work with pupil premium children.</p> <p>Additional teaching in year 6 to allow more support for maths.</p> <p>Homework 'quiet' club held in school.</p>	<p>The improved assessment will support effective formative assessment, see J. Hattie <i>Visible Learning</i> 2008</p> <p>Research from the <a href="#">Effective Deployment of Teaching Assistants Project</a> stresses the importance of pupils not receiving TA support at the expense of attention from their teacher. Consequently we are focusing on teachers playing a key role in additional teacher for children who qualify for the pupil premium,</p>	<p>Termly pupil progress meetings.</p> <p>EH/HoS comparing teacher assessment with test results.</p> <p>Termly monitoring of interventions.</p>	Tracy Miller	July 2019
<p>A nurturing environment which supports all children socially and emotionally (see barrier B).</p>	<p>Take elements of the good practice in our nurture provision and apply it across the school.</p> <p>Den provision for selected children.</p> <p>Counselling for selected children.</p> <p>Financial support so all children can access residential.</p>	<p><a href="#">The Impact and Cost Effectiveness of Nurture Groups in Primary Schools in Northern Ireland</a></p> <p><a href="#">Nurture groups also use a range of strategies which have been showed to be effective, such a meta-cognition and self-regulation.</a></p>	<p>Pupil, parents and staff surveys alongside observations by senior staff.</p>	Tracy Miller	July 2019

<b>Total budgeted cost</b>					£33,547
<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>When will you review implementation?</b>
Disadvantaged families receive the required support (see barrier C).	Expand the school's capacity for offering Early Help support and pursue agreed actions from the Early Help meetings.	We are not choosing this action on the basis of there being evidence that it is effective (there is a lack of research in this area). We are choosing it because it is the primary mechanism for supporting families and, in some cases, the only way to access further support. <a href="#">We have reviewed a report from OFSTED which focuses on good practice.</a>	Scrutiny of records of meetings and analysis of case load, triangulated with discussions with teachers.	Ian Dewes	July 2019
<b>Total budgeted cost</b>					£5,269
<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>When will you review implementation?</b>
Improved rates of attendance for pupils who qualify for the pupil premium (see barrier D).	Establish processes for monitoring attendance and a policy for responding to different levels of attendance. Focused support on families where attendance is poor.	Our policy will take into account <a href="#">research on 'nudging' parents.</a>  <a href="#">Research also suggests that work on 'barrier C' will support efforts to improve attendance.</a>	Termly monitoring of attendance	Ian Dewes	July 2019
<b>Total budgeted cost</b>					£3,601
Total budget allocated : £42,417 Remaining funds to be allocated as needs arise through the year.					

