

# Boughton Monchelsea Primary School Pupil premium strategy statement

1. Summary information					
School	Boughton Monchelsea Primary School				
Academic Year	2016-17	Total PP budget	£25,640	Date of most recent PP Review	
Total number of pupils	209	Number of pupils eligible for PP	17 (8%)	Date for next internal review of this strategy	July 17

2. Current attainment (2016 data)		
	<i>Pupils eligible for PP (your school) 5 pupils in Y6</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected or above in reading, writing & maths	0%	53%
Reading Average Scaled Score	97.6	103
GPS Average Scaled Score	100.6	104
Maths Average Scaled Score	95.4	103

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Emotional factors relating to adoption, including neglect in early childhood, attachment disorder, PTSD
B.	Learning factors, e.g. lack of appropriate stimulus in early childhood for LAC and other disadvantaged PP children
C.	Lack of richness in home language environment in some cases

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance – In 2015-16 18% of persistent absentees (<90%) were Pupil Premium children

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Improve wellbeing and engagement for all PP children, especially those adopted from care.	PP children are engaged and ready to learn. Improvement shown in well being and improvement scores against the Leuven scales.
B.	Raise attainment and progress in reading and writing for PP children, through providing quality teacher feedback; one-to-one phonics interventions	Gap in reading and writing attainment is narrowed

<b>C.</b>	Improve attendance and punctuality for PP children	Attendance of PP children is line with school average
<b>D.</b>	Raise attainment in maths mastery for PP children	Gap in maths attainment is narrowed

## 5. Planned expenditure

<b>Academic year</b>	<b>2016-2017</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Raise attainment in reading and writing throughout the school	<p>Staff training in quality feedback and developing independent learners</p> <p>Tracking of phonics progress and provision of 1-1 support</p> <p>Power of Reading project</p>	<p>Sutton Trust evidence suggests that effective feedback and metacognition (learning to learn) have a high impact.</p> <p>Targeted support with phonics is also effective in improving attainment with reading</p> <p>The Power of Reading has been found to be effective in raising standards in Literacy. In-school data shows that PP pupils in KS2 are not currently making the same progress in English as their peers</p>	Robust monitoring timetable to ensure quality of teaching and learning is good or better; progress and attainment for all groups, including PP children analysed at termly pupil progress meetings.	R. Roberts (HT) S. Christmas and J. Rose (Eng subject leaders)	July 2017

Raise attainment in maths throughout the school	Staff training in mastery teaching  Maths interventions Involvement in Maths hub project to improve teaching of Maths	Sutton Trust reports that mastery teaching has a positive effect on progress Maths interventions will target PP and other children who need support to make expected progress In-school data shows that PP pupils in KS2 are not currently making the same progress in Maths as their peers	Robust monitoring timetable to ensure quality of teaching and learning is good or better; progress and attainment for all groups, including PP children analysed at termly pupil progress meetings.	A Stevens (DHT and Maths subject leader)	July 2017
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**Total budgeted cost**    £10,000

## ii. Targeted support

<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>
Adopted pupils are supported to develop emotional resilience to enable them to be ready to learn	Pastoral Lead to provide weekly one to one mentoring for PP pupils. Lego therapy	Some of our adopted children, along with some other PP children, have had poor experiences in early childhood and as a result are not as ready to learn as their peers. Through addressing their social and emotional wellbeing, they will be better placed to access the curriculum and make good progress.	Pastoral Lead is an experienced Upper Pay Range teacher with recent relevant training in adoption and attachment issues. Additional needs TA is trained in Lego therapy	R. Cousins	Termly at pupil progress meetings. Wellbeing and involvement measured at regular intervals using Leuven scale.
PP children with behaviour issues are supported to develop positive approaches to interacting with others	Twice weekly lunchtime club (Lego, art, construction) for PP and non-PP and a friend.	Some PP children have difficulty with controlling their emotions when playing with others. The club will provide an opportunity for positive interaction within a more structured environment.	Led by experienced staff. Supported by SENCO and Pastoral Lead.	R. Cousins	Termly at pupil progress meetings. Seasonal analysis of behaviour records
PP pupils with previously poor motor control develop improved co-ordination with gross and fine motor tasks.	BEAM, Clever Fingers, Write from the Start and Sensory Circuits interventions	Some PP children have been identified as lacking co-ordination and having poor handwriting. These interventions have a strong track record of positive impact	Additional needs TA trained in each intervention. Monitoring by SENCO and TA lead.	L. Harris	Termly at pupil progress meetings. SMART targets set every seasonal term.

PP children make good or better progress with reading and close the gap with their peers.	One to one phonics and comprehension tuition.	EEF/ Sutton Trust shows that phonics support and 1-1 intervention are effective in improving reading skills and this is backed up by school data.	Phonics training provided for TAs. Termly tracking of pupils receiving 1-1 support. Monitoring by KS1 English Lead and TA Lead.	J. Rose	Termly at pupil progress meetings. SMART targets set every seasonal term.
PP children make good or better progress with maths and writing	Small group interventions to provide feedback and reinforcement of concepts taught in class	Sutton Trust reports that mastery teaching has a positive effect on progress. Swift identification of areas to improve along with prompt teaching and opportunities to rehearse skills has been found to be crucial to secure mastery.	Training for teachers and TAs in identifying areas of learning to address the same day.	A Stevens L. Thomas	Termly at pupil progress meetings. SMART targets set every seasonal term.
Attendance and punctuality of PP children is as good as non-PP children. PP children are all happy to come to school.	Parents informed of attendance targets and invited to discuss barriers to attendance with HT. Strategies put in place to support individuals.	Attendance and punctuality of PP children is not as good as that of their peers. Some have difficulties with coming into school in the morning, and as a result are not ready to learn at the start of the day. Improved attendance gives PP children a better chance to access the curriculum fully.	Pupil Premium governor to monitor impact of attendance and punctuality measures.	R. Roberts	Seasonal analysis of attendance data. Punctuality and attendance of individuals reviewed at termly pupil progress
<b>Total budgeted cost</b>					£15,000
<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>When will you review implementation?</b>
PP children are given the opportunity to learn a musical instrument.	Instrumental tuition for one or more instrument paid for by school	Music is a strength of our school and there is substantial evidence to show that learning an instrument benefits cognitive development. Music tuition can be expensive so we want to be able to offer this to all PP children who request it.	Monitoring by Music subject leader and HT. Pupil and parent feedback.	R. Roberts	6 monthly

PP children have raised aspirations which results in improved academic attainment	SLT mentoring. Individual 5 – 10 minute weekly/ fortnightly sessions with HT or DHT to review class learning and set and review targets	Evidence shows that low expectations of PP children can lead to limited progress. Individual attention from a senior member of staff will help to focus the child on attainable targets and boost self-esteem, leading to improved performance in class.	Senior members of staff	R. Roberts	6 monthly
<b>Total budgeted cost</b>					£1000

6. Review of expenditure				
Previous Academic Year		2015-2016		
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Close gap in reading progress and attainment between PP and non- PP pupils	1 : 1 additional reading support	Mixed results. No PP children in YR or Y1 last year. Y2 Reading PP – 50% expected; Non-PP 82% expected. Y3 PP – 100% exp; Non-PP 64% exp. Y4 0% exp; Non-PP 52% exp; Y5 – PP 50%; Non-PP 70% Y6 – PP 22%; Non-PP 71%	Reading support was effective when delivered by adults with sufficient training and where there were SMART targets. This will continue but with tighter monitoring of impact.	£2000
Y6 PP children close attainment gap in reading, writing and maths	Qualified teacher support in class	Success criteria not met. Performance of PP children in KS2 SATS was well below their peers.	Long term staff absence prevented this measure from having the required impact. This approach will not be continued.	£15,000
PP children have improved wellbeing and engagement	1 : 1 Emotional support and mentoring. Lego therapy	This had a reported impact on individuals but has not been fully evaluated	The support will continue in a reduced capacity but with clearer entry and exit data and SMART targets which are evaluated at more regular intervals.	£10,000
PP pupils with previously poor motor control develop improved co-ordination with gross and fine motor tasks.	Sensory circuit work	This had a reported impact on individuals but has not been fully evaluated	The support will continue but with clearer entry and exit data and SMART targets which are evaluated at more regular intervals.	£1000
PP children close attainment gap in reading, writing and maths	Tailored interventions to improve academic progress	Mixed results (see reading data above). Similar outcomes for writing and maths.	The support will continue but with clearer entry and exit data and SMART targets which are evaluated at more regular intervals.	£2000