

Boughton Monchelsea Primary School Pupil premium strategy statement

1. Summary information					
School	Boughton Monchelsea Primary School				
Academic Year	2017-18	Total PP budget	£24,320	Date of most recent PP Review	17.5.17
Total number of pupils	211	Number of pupils eligible for PP	23 (11%)	Date for next internal review of this strategy	July 18

2. Current attainment (2017)		
	<i>Pupils eligible for PP (your school) 2 pupils</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected or above in reading, writing & maths	50%	61%
Reading Average Scaled Score	87	104
GPS Average Scaled Score	92	106
Maths Average Scaled Score	83	104

4. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Children not ready to learn due to social and emotional difficulties
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

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Emotional factors relating to adoption, including neglect in early childhood, attachment disorder, PTSD
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5. Desired outcomes (*Desired outcomes and how they will be measured*)

	Success criteria
A.	<p>Improve wellbeing and engagement for all PP children, especially those adopted from care.</p> <p>children are engaged and ready to learn. Improvement shown in wellbeing and improvement, as measured through on-going observation and pupil/ staff feedback.</p>

B.	Raise attainment and progress in reading and writing for PP children, through providing quality teacher feedback; one-to-one and small group interventions	Gap in reading and writing attainment is narrowed across the school. Y6 PP Reading target – 63%; Y6 PP Writing target 63%;
C.	Raise attainment in maths for PP children	Gap in maths attainment is narrowed Y6 - 63% PP Maths target
D.	PP children benefit from enrichment opportunities (e.g. music lessons)	Children develop skills and confidence in playing an instrument, which enhances their learning in class. Impact assessed through feedback from pupil, music teacher and class teacher

6. Planned expenditure					
Academic year		2017-2018			
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	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improving proportion of good and outstanding teaching and learning. Raise attainment in reading and writing throughout the school	Staff training in quality feedback and developing independent learners (“Teaching Backwards”) Tracking of phonics progress and provision of 1-1 support Power of Reading project	Sutton Trust evidence suggests that effective feedback and metacognition (learning to learn) have a high impact. Targeted support with phonics is also effective in improving attainment with reading 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	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)	July 2018

Improving proportion of good and outstanding teaching and learning. 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 2018
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Total budgeted cost £10,000

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	When will you review implementation?
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	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.
Higher achieving PP children benefit from curriculum enrichment opportunities	PP children prioritised for G&T opportunities.	Sutton Trust reports that mastery teaching has a positive effect on progress.	Opportunities are reviewed regularly to assess merit and impact. Feedback from pupils in mentoring meetings confirms impact of enrichment opportunities.	R. Roberts	Termly pupil progress meetings and termly mentoring meetings.
All PP children are supported through termly mentoring meetings with a named SLT member to set ambitious targets and achieve them through review and improvement.	SLT mentors meeting with individual PP children each term to discuss their learning and set targets.	EEF/ Sutton Trust shows that mentoring of pupils is effective in raising attainment.	Pupil progress is tracked in termly pupil progress meetings. Feedback from children attests to value of approach.	R. Roberts	Termly pupil progress meetings and end of year data.
Total budgeted cost					£12,000
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	When will you review implementation?
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 develop skills and independence through learning in an outdoor environment	Provide course of 6 Forest School sessions for PP children in Year R and Year 4 (8 children). Cost £36 per child = £288	Forest School has been proven to improve engagement and wellbeing of pupils who have found it difficult to respond to traditional teaching methods.	Professional Forest School provider will be employed by the school	R. Roberts	End of year evaluation
Total budgeted cost					£2320

7. Review of expenditure				
Previous Academic Year		2016-2017		
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
Improve wellbeing and engagement for all PP children, especially those adopted from care.	Pastoral lead individual counselling and support	PP children, especially those post-adoption have benefitted hugely from the support of the Pastoral Lead. It has enabled them to work through traumatic situations and be more ready to learn.	The role of Pastoral Lead is one we will be maintaining, as it has been a very effective use of Pupil Premium funding. The Pastoral Lead was awarded a KM teacher of the year award, in recognition of her work with bereaved children.	£7000
Raise attainment and progress in reading and writing for PP children, through providing quality teacher feedback; one-to-one and small group interventions	Staff development in teaching of English and formative assessment. Interventions	Overall attainment in reading, writing and maths throughout the school has improved, and in some year groups, the gap has narrowed between PP and other pupils. In Year 6, PP outcomes in writing were higher than non-PP children. Dedicated 1-1 phonics support has been particularly effective, with 93% of Y1 children passing the phonics screening check.	Staff training and consolidation of high expectations throughout the school will continue this year. The Inclusion Team will be tracking progress of PP children who are underachieving, and their progress will be monitored at termly pupil progress meetings.	£10,000
Raise attainment in maths for PP children	Staff training in teaching of Maths. Follow up support after Maths lessons	KS2 outcomes show that on paper, the gap in attainment and progress is not narrowing in Reading and Maths, but as this was based on only 2 children in 2016-17, it is not statistically significant		

Improve attendance and punctuality for PP pupils	Monitoring, liaising with parents, providing pastoral support.	Punctuality for PP children has improved over the year. % of persistent pupil premium absentees (<90%) has dropped from 18% (3 pupils) to 12% (2 pupils).	Clear expectations of attendance and punctuality have led to improvements. One PP family (2 children) were supported by the Pastoral Lead and HT to return gradually to school after a traumatic bereavement. Another long PP absence was due to hospital treatment.	£3000
PP children are given the opportunity to learn a musical instrument.	Funding for individual instrumental lessons	Children are enjoying learning their instruments and are developing proficiency. They have gained confidence from acquiring a new skill and from performing in public.	This is worth continuing. Pupils receiving music lessons now need to be given more opportunities to perform with others and attend music clubs.	£2000
PP pupils are given support and guidance to reflect on their learning and work towards self-generated targets, so improving metacognition, resilience and independence	1-1 mentoring by named SLT member. Termly learning review meetings.	Children enjoyed the opportunity to discuss their learning and became more independent and ambitious in setting targets for themselves.	Termly meetings during school time were found to be more effective than weekly lunchtime meetings. This will continue.	£1000
PP children with behaviour issues are supported to develop positive approaches to interacting with others	Weekly lunchtime club (Lego, art, construction) for PP and non-PP and a friend.	This was mostly successful, but depended on children wanting to attend. Behaviour of focus children has improved significantly as a result of this and clear boundaries in class and playground.	We will offer a lunchtime club for PP focus children again this year.	£1000
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	Individual improvements have been observed, particularly in terms of handwriting.	This is an effective approach which will continue.	£2000