

Boughton Monchelsea Primary School Pupil premium strategy statement

1. Summary information					
School	Boughton Monchelsea Primary School				
Academic Year	2018-19	Total PP budget	£36,920	Date of most recent PP Review	17.5.17
Total number of pupils	208	Number of pupils eligible for PP	18 (8.6%)	Date for next internal review of this strategy	July 19

2. Current attainment (2018)		
	<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%	
Reading Average Scaled Score	100	
GPS Average Scaled Score	99	
Maths Average Scaled Score	96	

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, low resilience and inability to regulate emotions
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; cultural differences between home and school (GRT pupils)

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
E.	Parents' lack of understanding in dealing with challenging behaviour

5. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
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A. D.	Improve wellbeing and engagement for all PP children, especially those adopted from care and GRT pupils	PP children are engaged and ready to learn. Improvement shown in wellbeing and improvement, as measured through on-going observation and pupil/ staff feedback.
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B.	<p>Raise attainment and progress in reading and writing for PP children, through providing quality teacher feedback; one-to-one and small group interventions.</p> <p>Raise attainment in maths for PP children</p>	<p>Gap in reading and writing attainment is narrowed across the school. Y6 PP Reading target – 100%; Y6 PP Writing target 100%;</p> <p>Gap in maths attainment is narrowed Y6 – 100% PP Maths target</p>
C.	<p>PP children benefit from enrichment opportunities (e.g. music lessons)</p>	<p>Children develop skills and confidence in playing an instrument, which</p>

<p>B. Improving proportion of good and outstanding teaching and learning.</p> <p>Raise attainment in reading and writing throughout the school</p>	<p>Staff training in quality feedback and developing independent learners (embedding the “Teaching Backwards” approach)</p> <p>Tracking of phonics progress and provision of 1-1 support Phonics Tracker £180</p> <p>Power of Reading project Resources £1500</p> <p>IT resources – laptops, basic skills software Language Link - £425</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.</p> <p>In-school data shows that PP pupils in KS2 are not currently making the same progress in English as their peers</p>	<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.</p>	<p>R. Roberts (HT)</p>	<p>July 2019</p>
<p>B Improving proportion of good and outstanding teaching and learning.</p> <p>Raise attainment in maths throughout the school</p>	<p>Staff training in mastery teaching</p> <p>Maths interventions TA time - £1000</p> <p>Involvement in Maths hub and collaboration project to improve teaching of Maths 3 x SLT half days = £300 IT resources – Sandwell assessment - £190 Dynamo maths - £400</p>	<p>Sutton Trust reports that mastery teaching has a positive effect on progress</p> <p>Maths interventions will target PP and other children who need support to make expected progress</p> <p>In-school data shows that PP pupils in KS2 are not currently making the same progress in Maths as their peers</p>	<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.</p>	<p>A Stevens (DHT and Maths subject leader)</p>	<p>July 2019</p>
Total budgeted cost					<p>£14,715</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	When will you review implementation?
A, D 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 who need it. Lego therapy 2 hrs per week UPR teacher = £7800	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 support is provided by SENCO and Pastoral Lead who are both experienced Upper Pay Range teachers with recent relevant training in adoption and attachment issues. Additional needs TA is trained in Lego therapy	M. Romano R. Cousins	Termly at pupil progress meetings. EPAC meetings
A, D Children with severe emotional and behaviour difficulties have opportunity to attend ELSA referral unit for 12 week placement	Buying into ELSA package £500	As above	Research carried out by Canterbury Christ Church University confirms a high degree of success in supporting children improve behaviour and school attendance	M. Romano	At end of 12 week placement in January 2019.
A, B, C Provide specialist therapy for PP pupil to address extreme behaviour concerns	Course of therapeutic sessions £1000 Staff costs April – July 2018 13 weeks x 5 days x 2hrs @£30 per hour = £3900	Pupil has been unable to access class learning since March 2018 due to extreme anxiety and aggressive behaviour.	Approach introduced on recommendation from STLS. Qualified and experienced practitioner will be engaged	M. Romano	At end of course of sessions
A, D PP children with behaviour issues are supported to develop positive approaches to interacting with others	Lunchtime activities – Forest School Club, Craft Club, Safe Space (see staffing costs above)	Some PP children have difficulty with controlling their emotions when playing with others. Lunchtime clubs provide an opportunity for positive interaction within a more structured environment.	Led by skilled teaching assistant. Supported by SENCO and Pastoral Lead.	R. Cousins	Termly at pupil progress meetings. Twice yearly analysis of behaviour records

<p>B PP pupils with previously poor motor control develop improved co-ordination with gross and</p>	<p>BEAM, Clever Fingers, Write from the Start and Sensory Circuits interventions £1000</p>	<p>Some PP children have been identified as lacking co-ordination and having poor handwriting. These interventions have a strong track record of positive impact</p>	<p>Additional needs TA trained in each intervention. Monitoring by SENCO and TA lead.</p>	<p>L. Harris</p>	<p>Termly at pupil progress meetings. SMART targets set every seasonal term.</p>
<p>B PP children make good or better progress with reading and close the gap with their peers.</p>	<p>One to one phonics and comprehension tuition. TA time = £2000 Beanstalk volunteer reader £214 per year</p>	<p>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.</p>	<p>Phonics training provided for TAs. Termly tracking of pupils receiving 1-1 support. Monitoring by KS1 English Lead and TA Lead.</p>	<p>M. Romano J. Rose</p>	<p>Termly at pupil progress meetings. SMART targets set every seasonal term.</p>
<p>B PP children make good or better progress with maths and writing</p>	<p>Small group interventions to provide feedback and reinforcement of concepts taught in class TA time = £2000</p>	<p>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.</p>	<p>Training for teachers and Tas in identifying areas of learning to address the same day.</p>	<p>A Stevens M.Romano</p>	<p>Termly at pupil progress meetings. SMART targets set every seasonal term.</p>
<p>C Higher achieving PP children benefit from curriculum enrichment opportunities</p>	<p>PP children prioritised for G&T opportunities. £100</p>	<p>Sutton Trust reports that mastery teaching has a positive effect on progress.</p>	<p>Opportunities are reviewed regularly to assess merit and impact. Feedback from pupils in mentoring meetings confirms impact of enrichment opportunities.</p>	<p>R. Roberts</p>	<p>Termly pupil progress meetings and termly mentoring meetings.</p>
<p>B, C, A, D 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.</p>	<p>SLT mentors meeting with individual PP children each term to discuss their learning and set targets. 3x SLT half days per term = 18 half days = £1800</p>	<p>EEF/ Sutton Trust shows that mentoring of pupils is effective in raising attainment.</p>	<p>Pupil progress is tracked in termly pupil progress meetings. Feedback from children attests to value of approach.</p>	<p>R. Roberts</p>	<p>Termly pupil progress meetings and end of year data.</p>

E. Parenting course provided for school parents, funded by the school for PP families	Parenting Course from Care for the Family facilitator £500	We recognise that some parents feel that they need support in dealing with their child's challenging behaviour at home. As we are working with school staff to embed effective behaviour strategies we feel that it is important to offer parents the same support with behaviour management.	Course will be from a reputable national provider, led by an experienced facilitator.	R. Roberts	End of course feedback from parents.
Total budgeted cost					£20,814
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?
C PP children are given the opportunity to learn a musical instrument.	Instrumental tuition for one or more instrument paid for by school £1250	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
C 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 (4 children). Cost £36 per child = £144	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					£1394

7. Review of expenditure				
Previous Academic Year		2017-2018		
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
<p>B. Improving proportion of good and outstanding teaching and learning.</p> <p>Raise attainment in reading and writing throughout the school</p>	<p>Staff training in quality feedback and developing independent learners ("Teaching Backwards")</p> <p>Tracking of phonics progress and provision of 1-1 support</p> <p>Power of Reading project</p>	<p>Good/ outstanding teaching at end of year was 86% (21%). Teaching less than good relates to temporary staff who are no longer at the school</p> <p>2018 KS2 SATS</p> <p>PP - Reading- 50%; Writing – 75%</p> <p>All – Reading 71%; Writing 87%</p> <p>Phonics – 90%</p>	<p>Staff training in the Teaching Backwards approach has been effective in raising the standard of teaching delivered by our permanent staff.</p> <p>Outcomes in KS2 in 2018 were slightly lower than 2017, but progress from KS1 was significantly improved. There was a large number of PP children in this class (8), who all made good progress from their starting points.</p> <p>Power of Reading has had a direct impact on the strong writing outcomes in Y6, which is reflected across the school. This will continue.</p> <p>Phonics support to continue</p>	£10,000
<p>B Improving proportion of good and outstanding teaching and learning.</p> <p>Raise attainment in maths throughout the school</p>	<p>Staff training in mastery teaching</p> <p>Maths interventions</p> <p>Involvement in Maths hub project to improve teaching of Maths</p>	<p>2018 KS2 SATS</p> <p>PP - Maths – 38%</p> <p>All –Maths 61%</p> <p>Maths progress – 2017 ; -6.5; 201; -2.6</p>	<p>Quality of teaching of Maths is good, with outstanding teaching seen in some classes. Progress from KS1 is improving but this remains a key area for improvement.</p>	
<p>A, D Adopted pupils are supported to develop emotional resilience to enable them to be ready to learn</p>	<p>Pastoral Lead to provide weekly one to one mentoring for PP pupils. Lego therapy</p>	<p>Adopted pupils and their families greatly appreciate the pastoral support offered by the school. Attendance has improved in two cases.</p>	<p>Pastoral support is vital to support a growing number of children with social and emotional needs. This needs to continue</p>	£12000

A, D 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 didn't happen as frequently as we would have like due to staff needed elsewhere	New TA appointed in Oct 2018 who will take on lunchtime indoor club. Selected PP and non-PP children with SEMH needs to be included.	
B 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	This has been beneficial in helping pupils to improve motor control	Continue as part of overall SEN provision.	
PP children make good or better progress with reading and close the gap with their peers.	One to one phonics and comprehension tuition.	Impact of literacy interventions reviewed at termly pupil progress meetings	Continue as part of overall SEN provision.	
B PP children make good or better progress with maths and writing	Small group interventions to provide feedback and reinforcement of concepts taught in class	Impact of literacy interventions reviewed at termly pupil progress meetings	Continue as part of overall SEN provision.	
C Higher achieving PP children benefit from curriculum enrichment opportunities	PP children prioritised for G&T opportunities.	Higher achieving PP children have taken part in Thinking Skills workshops and Maths challenges at local secondary schools	Continue to prioritise PP children when opportunities arise.	
B, C, A, D 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.	Some did not engage fully, but most benefited from the individual attention from SLT and support offered in the learning-focused meetings.	Meetings need to be planned in advance, with class cover arranged, otherwise it is too easy to let them slip.	
C PP children are given the opportunity to learn a musical instrument	Instrumental tuition or one or more instrument paid for by school	Two pupils took advantage of this and made good progress with their instruments. They performed in school assemblies, which developed their self-confidence and presentation skills.	Continue to offer	£2320
C 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).	Forest School was very successful in helping children regulate emotions and discover new skills	Continue to offer in summer 2019	