



## Boringdon Primary School Pupil Premium Strategy 2018-19 review and 2019-20 plan

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.

### 1 Teaching

Quality Teaching first:

- \* Explicit differentiation for all abilities.
- \* Subject Planning which has clear progression of skills and knowledge and is designed to embed knowledge.
- \* Maths mastery approach.
- \* Targeted CPD for Teachers and TA's including participating in the 'Achievement for All' programme.
- \* Effective use of assessment
- \* Clear behaviour expectations
- \* Phonics Bug implemented in Foundation, Years 1,2 and 3.



### 2 Targeted academic support

- \* Evidence based interventions and support targeted as appropriate: precision training.
- \* ELSA, ELKLAN, LEGO therapy and counselling delivered by PSA and SEND team.
- \* Pre/post teaching in maths.
- \* Emotional logic

### 3 Wider strategies

- \* Support for residential trips and enrichment activities.
- \* Wide breadth of extra-curricular activities.
- \* Membership of MAST
- \* MKC Heroes
- \* Regular attendance reviews



# Pupil premium strategy statement

## School overview

Metric	Data
School name	Boringdon Primary School
Pupils in school	418
Proportion of disadvantaged pupils	9%
Pupil premium allocation this academic year	£64,040
Academic year or years covered by statement	2019-20
Publish date	November 2019
Review date	September 2020
Statement authorised by	Jason Scales
Pupil premium lead	Jason Scales
Governor lead	Sean Rapson

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+4.18
Writing	+0.77
Maths	+0.06

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	83%
Achieving high standard at KS2	0%
Measure	Activity
Priority 1	To ensure that all teachers and teaching assistants receive support through the 'Achievement for All;' programme to improve the effectiveness of feedback, pre/post teaching, engagement of parents and consistency in the delivery of maths mastery.
Priority 2	To ensure that social, emotional and behaviour support strategies implemented by PSA, HLTA, learning mentor and classroom teacher.
Barriers to learning these priorities address	SEN and social and emotional difficulties. Attendance.
Projected spending	£42,760.00

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 (0) At least expected progress from their starting points.	July 2020
Progress in Writing	Achieve national average progress scores in KS2 (0) At least expected progress from their starting points.	July 2020
Progress in Mathematics	Achieve national average progress scores in KS2 (0) At least expected progress from their starting points.	July 2020
Phonics	To continue to achieve above the national average standard in the Year 1 phonic check.	July 2020
Other	Improve attendance of disadvantaged pupils to closer to the school average. (96% average for 2018-19 1.7% below school average)	July 2020

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	To ensure all teachers receive training on the Mastery Maths (NCETM) approach. To improve the fluency through deliberate practice and additional teacher-led activities across the week.
Priority 2	To provide social, emotional and behaviour support strategies implemented by PSA, HLTA, learning mentor and Classroom Teacher. Continue to target and implement as appropriate SENDco to monitor and support these interventions.
Barriers to learning these priorities address	Social and emotional and low academic outcomes related to SEN
Projected spending	£2,580

## Wider strategies for current academic year

Measure	Activity
Priority 1	To increase the breadth of opportunity and access to full curriculum for ALL. Support for class trips and residential.
Priority 2	To purchase support from MAST, CAMHS and other outside agencies.
Barriers to learning these priorities address	Access to enrichment activities due to family budget. Emotional, communication and social barriers.
Projected spending	£18,700

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring all children have full access to the curriculum and appropriate support to make good progress. Engaging home support and building relationships to enable this.	Inset and CPD time including the 'Achievement for All' programme. Monitoring. Continued use of Phonics Bug in KS1 and Treasure House. Regular and effective attendance reviews.
Targeted support	Targeted and effective therapies, which are monitored by SENDco. Completion of maths hub project this year by maths leads.	Work with maths hub. Continued use of and training in wide range of evidence based therapies to support children
Wider strategies	Targeted to use of CAMHS, MAST referral systems and process of early recognition of need to refer. Budget constraints of continued support of PP enrichment activities.	Continued buy in to external agencies and evaluation of their effectiveness. Budgeting and prioritising PP enrichment support.

## Review: last year's aims and outcomes

Aim	Outcome																																																								
To increase the progress of targeted Pupil Premium children within Maths and English and address key identified gaps in learning within the curriculum	<p><b>An additional teaching assistant is employed for 5 mornings a week in terms 3 and 4 to provide 1:1/ small group tuition for pivotal Pupil Premium pupils at risk of not making at least expected progress in English and Maths in Y6.</b></p> <p><b>The targeted invention work is having a significant impact upon the progress the group is making over the two terms.</b></p> <p><b>Last year, 92% of the group of 12 Pupil Premium children achieved the expected standard in reading, 92% in Maths and 92% in Writing. There was also a significant improving trend in progress measures across these key areas. It is hoped that we will exceed this level of attainment for our Pupil Premium and disadvantaged children this year.</b></p> <table border="1" style="margin: 10px auto; background-color: #008000; color: white; text-align: center;"> <thead> <tr> <th colspan="8">% of PP who have made expected progress in KS2 attainment</th> </tr> <tr> <th>YEAR</th> <th>PP in Year Group</th> <th colspan="2">Writing</th> <th colspan="2">Reading</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th></th> <th>Sum-mer 2018</th> <th>Sum-mer 2019</th> <th>Sum-mer 2018</th> <th>Sum-mer 2019</th> <th>Sum-mer 2018</th> <th>Summer 2019</th> </tr> </thead> <tbody> <tr> <td>Yr3</td> <td>12</td> <td>50%</td> <td>67/25 %</td> <td>50%</td> <td>83/8 %</td> <td>67%</td> <td>75/33 %</td> </tr> <tr> <td>Yr4</td> <td>11</td> <td>71%</td> <td>82/73 %</td> <td>86%</td> <td>91/73 %</td> <td>86%</td> <td>91/64 %</td> </tr> <tr> <td>Yr5</td> <td>8</td> <td>64%</td> <td>63/13 %</td> <td>83%</td> <td>100/25 %</td> <td>67%</td> <td>100/38%</td> </tr> <tr> <td>Yr6</td> <td>12</td> <td>83%</td> <td>92/25 %</td> <td>83%</td> <td>92/33%</td> <td>75%</td> <td>92/33%</td> </tr> </tbody> </table>	% of PP who have made expected progress in KS2 attainment								YEAR	PP in Year Group	Writing		Reading		Maths				Sum-mer 2018	Sum-mer 2019	Sum-mer 2018	Sum-mer 2019	Sum-mer 2018	Summer 2019	Yr3	12	50%	67/25 %	50%	83/8 %	67%	75/33 %	Yr4	11	71%	82/73 %	86%	91/73 %	86%	91/64 %	Yr5	8	64%	63/13 %	83%	100/25 %	67%	100/38%	Yr6	12	83%	92/25 %	83%	92/33%	75%	92/33%
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<p>Children are more able to access learning by having social and emotional support to regulate their emotions and interact more successfully with other children, share their feelings and modify their behaviour to enable learning.</p>	<p><b>PP outcomes evidence an ability and willingness to learn. Behaviour analysis is used to target children who need additional support and where appropriate MAST have supported with family support workers and art or drama therapy.</b></p> <p><b>MAST have supported through family support workers, art and drama therapy and Ed Psyc support and advice.</b></p> <p><b>Behaviour plan for appropriate children which sign posts support, go to people and approaches which are and are not effective for the child.</b></p>
<p>Improved attendance</p>	<p><b>Attendance for PP and FSM children is good but slightly below the whole school. ( 92.4% PP- 95.7% whole school) Children and parents supported through a variety of approaches: Transport, letters to parents to raise concerns, meetings with HT, focus on weekly newsletter, support of medical needs.</b></p>
<p>Support for service families, particularly when parents on deployment</p>	<p><b>In additional provided and subsidised MKC trip to the theatre to support networking and allow children to spend more quality time together.</b></p>