



Boringdon Primary Pupil Premium Strategy Statement – 2019/2020

1. Summary Information					
School	Boringdon Primary				
Academic Year	2019-20	Total PP Budget	£64,040	Date of most recent PP review	July 2019
Total number of pupils	418	Number of pupils eligible for PP	54	Date for next internal review of this strategy	March 2020

2. Current attainment - (based upon unvalidated 2019 data)		
	Pupils eligible for Pupil Premium (6 pupils)	National Results for Pupil Premium children
% achieving 100+ standardised score in reading	100%	62%
% achieving 100+ standardised score in maths	83%	67%
% achieving at least expected standard in writing	67%	68%
% achieving at least expected standard in reading, writing and maths	67%	51%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, e.g. poor language skills)	
A.	Oral language skills in Foundation Stage upon entry are lower for pupils eligible for Pupil Premium than for other pupils. This slows reading and writing progress in subsequent years.
B.	A number of pupils eligible for Pupil Premium support have emotional, social or special educational needs which can impact upon their learning and the progress that they make in class.
C.	Lack of resilience, self-confidence and co-operation when approaching work, which is affecting children's academic progress.
D.	Attainment in grammar and spelling.
External barriers (issues which require action outside school e.g. low attendance)	
E.	Poor home learning environment and support including behavioural issues.

F.	Poor attendance
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4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Improve oral language skills for pupils eligible for Pupil Premium in the Foundation Stage and then throughout the school.	<p>All children to make rapid progress by the end of the year towards achieving the Early Learning Goal for speaking, listening and understanding narrowing the gap from their on entry attainment. Staff have a greater awareness of strategies to develop pupil's communication skills and use questioning and resources effectively to address gaps in learning and engage children to articulate learning. Both Early Years teachers and the school SENCO have completed the ELKLAN course at level 3 to enable more targeted interventions to be put in place to support these children in both Early Years and subsequently in the school.</p> <p>All school staff have had INSET regarding identifying language needs and appropriate interventions to support language development throughout the school. The school has undertaken a review of Oracy through the Oracy project with new initiatives to promote Oracy in place.</p>
B.	The emotional needs of pupils are being met through targeted support in school.	<p>There is a very strong pastoral support system in place to meet the emotional needs of pupils to ensure that their academic progress is not affected by external factors. Improvements in social/emotional well-being of pupils is evidenced in school. Pupils with social/ emotional needs are discussed at the pupil progress meetings and monitored closely with interventions in place as necessary.</p> <p>Pupils and families to continue to feel supported through signposting to ELSA, SENCo and outside agency support when appropriate.</p> <p>The school has introduced 'Emotional Logic' as an initiative to support pupil premium children in recognising unpleasant emotions and then having strategies to make a plan to move on and resolve issues. The aim is to help pupil premium children to positively resolve conflicts and to promote good mental health through resilience, self-awareness and control.</p>
C.	To improve engagement in lessons including curriculum engagement, social, emotional and behaviour and academic achievement for disadvantaged pupils.	<p>Increased targeted support from Teaching Assistants for phonics, reading and mathematics.</p> <p>We continue to provide improved opportunities for Pupil Premium pupils to widen their experiences in school. All pupil premium children to participate in school trips, peripatetic music lessons and enrichment activities.</p>
D.	To improve attainment in spelling and grammar across the key stages.	Increased targeted support from Teaching Assistants for phonics, spelling and grammar.

5. Planned expenditure					
Academic year 2019-20					
i. Quality of teaching for all					
Desired outcomes	Chosen action/approach	What is the evidence and rational for this choice?	How will you ensure it is implemented?	Staff lead	Costing & review date
<p>A - Through employing an additional member of staff we are able to further improve the quality of teaching and learning through targeted intervention with both pupils and their families.</p>	<p>Provide additional Teaching Assistant support (0.5) in the Early Years Foundation Stage.</p> <p>Foundation teachers have completed the ELKLAN Speech and Language course</p>	<p>Through increasing the adult ratio in the EYFS we aim to ensure that a higher proportion of Pupil Premium eligible pupils meet the Good Level of Development criteria by the end of the year through targeted support and intervention work.</p> <p><i>Sutton Trust: Early Years Intervention +5months</i></p> <p>Through staff training, needs can be specifically identified and appropriate interventions put in place.</p>	<p>Daily feedback to teaching staff.</p> <p>Impact of intervention work with pupil premium pupils to be monitored via assessment tracker (x3 times a year) by the HT & DHT and discussed within termly pupil progress meetings (SENCO and HT)</p>	<p>Jason Scales and Vanessa Cload</p>	<p>£8 860</p>
<p>B- Levels of good progress showing an increase from last year.</p> <p>Collaboration on impact of pupil premium through shared individual case studies of success. A reduced impact of a minority/few within the school so all have the right to teach and the right to learn</p> <p>Parental recognition of standards of behaviour in</p>	<p>Removing Barriers to learning / enhancing achievement -</p> <p>The ELSA TAs make a wide and deep impact on children, particularly our FSM/Service children. Their focus is not just on removing barriers to learning, but on tracking and enhancing the achievement of children. The PSA involvement with families is to ensure any</p>	<p>An increase in levels of expected and good progress.</p> <p>Case studies of success with a number of children.</p> <p>Staff/parent survey on behaviour. Judgements on behaviour during lesson observations</p> <p>Behaviour Management</p> <p>This role also seeks to improve behaviour management within classrooms. Children with low self-esteem are provided with individual and group therapy sessions targeting their specific needs to raise self-perception,</p>	<p>ELSA Trained Teaching Assistants to provide support & guidance for families pastoral support.</p>		<p>March 2020 £11537 (£14000)</p>

<p>school</p> <p>Lessons judgments show behaviour continues to be outstanding.</p>	<p>disadvantage for FSM students is reduced.</p> <p>Emotional Support</p> <p>To provide emotional support to the children of Service personnel and their families by offering a 'Parent drop in' facility and Service children support groups (MKC Heroes meet in Key Stages 6 times per year).</p>	<p>identity and esteem to specifically raise academic and social achievement.</p> <p>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month</p> <p>Behaviour Interventions +4 months, Mastery learning +5 months</p>	<p>ELSA TA will facilitate MKC Heroes groups for service children to offer peer support to each other and discuss emerging issues and emotions around things like parents deploying and coming home in a mutually supportive environment.</p>	<p>Vanessa Cload/ Verity Mitchell</p>	<p>£250</p>
<p>C-To secure greater levels of progress for children in Reading Phonics, Maths, gross fine /motor skills, auditory and visual memory, handwriting, spelling, reading comprehension, and thus in all areas.</p>	<p>Intervention groups/ Precision teaching</p>	<p>Greater rates of progress.</p> <p>Higher self- esteem.</p> <p>Improved reading age/standardised scores.</p> <p>Precision teaching has proved to be highly successful with all children receiving it. Children's progress is charted daily to measure progress. The progress of children receiving Precision instruction compared to that of their peers provides evidence that the intervention is highly effective as their</p>	<p>Continual assessment of progress in English and Maths.</p> <p>Assessment of reading age/standardised scores</p> <p>Precision teaching is measured by probing the children's knowledge of specific facts such as key words, spellings, number</p>	<p>Jason Scales/ Vanessa Cload</p>	<p>PP- £8,854</p> <p>SC £ 6156</p> <p>Adopted £ 3,800</p> <p>LAC £3078</p>

		tracking scores in English and Maths accelerate during this time.	bonds etc. and then specifically teaching in a very targeted way. The children are tested daily and their ability to recall the targeted facts will improve daily. Once they have 'mastered' these facts for 3 consecutive days, new specific targets are set.		
<p>D - We aim to enable all staff to participate in high quality training relating to spelling and grammar, thereby ensuring the successful application of consistent best practice across the whole school.</p> <p>Specific language INSET training for all staff provided by Speech and Language service- focus on colourful semantics</p>	<p>CPD programmes for each member of teaching staff linked to identified needs, ensures that they have access to high quality training to further develop the impact of their teaching upon the progress of pupils across the school. Precision Training for TA's.</p>	Through a continued commitment to ensuring that we provide high quality CPD for staff, we have found that this has led to Improved quality of teaching and learning across the school, resulting in staff being more aware of the need for ensuring that appropriate provision is in place to meet the needs of Pupil Premium pupils in order to accelerate their progress and narrow the gap in attainment related to spelling and grammar	<p>Termly Analysis of assessment data and the impact of 1:1 intervention –</p> <p>CPD evaluation reports (completed by each member of staff once they have attend external training)</p>	Jason Scales & Vanessa Cload	March 2020 £225
Total budgeted cost					£42 760
ii. Targeted support & Specific Intervention					
Desired outcomes	Chosen action/approach	What is the evidence and rational for this choice?	How will you ensure it is implemented?	Staff lead	Costing & review date
A - Greater awareness of the needs of individual pupils when they join the school. Information shared during home visits will enable the school to	Provide home visits to support the induction of new Foundation Stage pupils into the school.	Pre-school visits in June and Home visits carried during September enable staff to gather key information about pupils and begin to form the relationship between parents, practitioners and children. This ensures that any intervention needs are	Home visits to be completed at the end of the first school week in September	Vanessa Cload , Karen Whittington, Anthea Williams & Jason Scales	£900.00 (supply cover x 6 days)

<p>put plans into place to support the induction of specific children.</p> <p>Enhance transition meetings for children with additional needs with pre-school setting prior to children starting school.</p>	<p>Transition meetings with specific planning to meet the needs of pupil premium children starting school with additional needs</p>	<p>quickly identified and put into place before the pupils joins the school.</p> <p>Previous interventions and their effectiveness can be evaluated and then specific plans to support transition generated to ensure a smooth transition into school. These are evaluated after 6 weeks in school with key professionals. <i>Sutton Trust: Early Years Intervention +6 months</i></p>	<p>Transition meetings held in June/ July of term prior to starting school.</p>		
<p>A-To deliver more rigour in tracking and intervening on children, including FSM children, who are non-moving and not making expected levels of progress. Linking to the Preschool Sector (Foundation Co-ordinator attends academic council Early Years meetings termly and visits pre-schools in locality annually) and ensuring a range of strategies are used in the Core subjects and with individuals to accelerate progress.</p>	<p>Release of Teacher to monitor progress and organise events</p>	<p>More children make expected and good levels of progress.</p> <p>Intervention programmes in place for pupils not making expected progress. Quality of teaching and curriculum improves in Pre-schools to reflect Primary practice and strategies that accelerate progress in classrooms. Less intervention required in KS1/2.</p> <p>Sutton Trust: Small group tuition +4 months, reduced class size +3 months and one to one tuition +5months</p>	<p>Monitor numbers of children making expected and good levels of progress</p> <p>Compare progress rates of children before and after intervention programmes.</p>	<p>Karen Whittington, Vanessa Cload & Jason Scales</p>	<p>£900</p>
<p>B-To secure greater levels of progress for children in Maths and English, through the coaching and intervention of Maths and</p>	<p>Additional Teacher to provide booster support for pupil premium children</p>	<p>Greater rates of progress in Maths and English.</p> <p>Improved lesson grades achieved.</p>	<p>Assessment of rates of progress in Maths and English.</p>	<p>Jason Scales And Sally Cane</p>	<p>£4 000</p>

<p>English teaching. This will increase the progress of FSM children within Maths and English</p> <p>Increased expected and good levels of progress achieved. Improved continuity, class size and intervention possible. Improved FSM progress and attainment</p>		<p>Both achievement and attainment of FSM children to increase or be maintained.</p> <p>Greater progress in Maths and English particularly in Year 6. Quality of lessons graded in Maths and English maintained.</p> <p>Quality and continuity of the timetable. Raise attainment and reducing the gap</p> <p>Targeted groups in danger of not making 2 levels of progress and groups of able children receive a better pupil/teacher ratio</p> <p>Quality of teaching & Learning</p> <p>Additional staffing secured to increase the quality of teaching and learning in Maths and English. This improves the quality of teaching, enabling greater progress of FSM children regardless of ability.</p> <p>Staff/pupil ratio</p> <p>Smaller Class Sizes and increased intervention, improved teacher continuity and a greater core subject resource to support all “non-moving” students and secure greater levels of expected progress.</p>	<p>Improved lesson grades achieved.</p> <p>Assessment of achievement and attainment of FSM children.</p> <p>Class sizes, amount of flexibility to intervene.</p> <p>Amount of expected and good progress achieved.</p>		
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<p>B-For adopted to children to reach their academic, social and emotional potential and meet NARE</p>	<p>Monitoring and support of children adopted from care</p>	<p>Children adopted from care are carefully monitored with early intervention to meet specific needs as necessary. The ELSA TA provides social skills groups and individual counselling for the children as needed and she also supports the parents in her role as Parent Support worker. The ELSA TA also acts as ‘Champion’ if these children need a PCP. If the children need ‘catch up’ provision, this is provided by the year group TA’s and their teacher in small groups or individually as necessary. The adopted children are tracked at each PPM and are highlighted in the provision map.</p>	<p>All adopted children are making good progress (there are currently 8 adopted children of whom 2 are in current Reception and have settled into school well). A PCP for one adopted child was very effective in resolving some self-esteem and family difficulties. Monitor academic progress.</p> <p>Monitor self-esteem and social skills through appropriate use of scales.</p>	<p>Jason Scales and Vanessa Cload</p>	<p>£7000 (£14000)</p>
<p>B-For children in care to reach their academic, social and emotional potential and meet NARE.</p>	<p>Monitoring & supported of children in the care of the Local Authority</p>	<p>Children are making good progress.</p>	<p>Monitor academic progress.</p> <p>Monitor self-esteem and social skills through appropriate use of scales.</p> <p>Designated teacher for LAC to attend and complete all PEPs and carefully track progress. (There are</p>	<p>Jason Scales and Vanessa Cload</p>	<p>£4000</p>

			currently 4 LAC children and 1 who has a residency order to live with Grandparents).		
<p>B-To secure greater levels of progress for children in Maths and English, through the coaching and intervention of Maths and English teaching. This will increase the progress of FSM children within Maths and English</p>	<p>Additional TA support time</p> <p>Included in precision teaching</p>	<p>Raise attainment and reducing the gap</p> <p>Targeted groups in danger of not making age related progress and groups of able children receive a better pupil/teacher ratio</p> <p>Quality of Teaching & Learning in Maths & English</p> <p>Additional staffing secured to increase the quality of teaching and learning in Maths and English. This improves the quality of teaching, enabling greater progress of FSM children regardless of ability.</p> <p>Sutton Trust: Feedback +8 months Learning Styles + 2months reduced class size +3 months</p> <p>Behaviour Management This role also seeks to improve behaviour management within classrooms. Children with low self-esteem are provided with individual and group therapy sessions targeting their specific needs to raise self-perception, identity and esteem to specifically raise academic and social achievement.</p>	<p>Assessment of rate of progress in Maths and English.</p> <p>Assessment of lesson observations graded as good or outstanding.</p> <p>Assessment of achievement and attainment of FSM children to increase or be maintained.</p>	Sarah Thomas	<p>March 2020</p> <p>£6 000</p>

		<p>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month</p> <p>Behaviour Interventions +4 months, Mastery learning +5 months</p>			
<p>C - Access to the MAST therapists who provide support for pupils who face barriers to learning both in and out of school resulting in them being more engaged in their learning in the classroom.</p> <p>The school will have access to a wider range of external support services for children with complex needs (counselling, anger management therapy).</p>	<p>Maintain subscription to the Multi Agency Support Team (MAST)</p>	<p>Pupils have access to therapists through the MAST subscription. This provides support for targeted pupils to support their self-esteem and well-being.</p> <p>The subscription also provides access to Art/Play therapists, Counsellors, Family Support workers and additional EP support.</p> <p><i>Sutton Trust: Social & Emotional Learning +4 months</i></p>	<p>Progress of pupils being supported by MAST is regularly monitored by class teachers and reported to the HT.</p> <p>An evaluation is completed at the end of a block of support in order to measure impact.</p>	<p>Jason Scales</p> <p>Vanessa Cload</p>	<p>March 2020</p> <p>£10,500</p>
<p>C/E/F - The emotional needs of pupils are supported within school through access to trained ELSAs in each key stage.</p> <p>These include: including emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up.</p>	<p>Two trained ELSAs provide 4 hours of weekly support for targeted pupils.</p>	<p>There has been an increase in the number of pupils across the school requiring emotional support for a range of factors, including:</p> <ul style="list-style-type: none"> • Developing confidence and self-esteem • Helping children to understand parental separation • Learning to discuss anxieties • Supporting children to manage their emotions • Developing social skills to support friendships • Support in managing distractions in the classroom <p><i>Sutton Trust: Social & Emotional</i></p>	<p>Progress and wellbeing of pupils being supported by the ELSAs is regularly monitored by class teachers and reported to the HT. An evaluation is completed at the end of a block of support in order to measure impact.</p>	<p>Vanessa Cload & Jason Scales</p>	<p>Jan 2020</p> <p>£2,500</p>

		<i>Learning +4 months</i>			
<p>C - Weekly release time is provided for the SENCo to coordinate intervention support and agency referrals across year group teams and curriculum leaders, seeking and sharing best practice for accelerating progress and addressing key gaps in learning.</p> <p>To deliver more rigour in tracking and intervening on children, including Pupil Premium and Looked After Children, who are non-moving and not making expected levels of progress</p>	<p>To provide weekly release time for the SENCo to coordinate intervention support for Pupil Premium pupils and children in care of the Local Authority pupils across the school.</p> <p>SENCo to meet termly with teachers to discuss progress, impact of intervention programmes, referrals to external; agencies or additional support needed for all children with particular focus on Pupil Premium, SEN and Looked After Children.</p>	<p>Due to an increase in both pupil numbers and those eligible for Pupil premium funding, the SENCo needs support in terms of release time to fulfil the responsibilities of the post.</p>	<p>Termly analysis of the progress and attainment of pupils receiving additional intervention support.</p> <p>Monitor numbers of children making expected and good levels of progress.</p> <p>Compare progress rates of children before and after intervention programmes.</p>	Vanessa Cload	<p>(£ 7200)</p> <p>(1 day release per week)</p>
<p>C - To secure greater levels of progress for targeted Pupil Premium pupils in Reading, Writing and Maths.</p> <p>There is an increase in the number of pupils achieving mastery.</p>	<p>To use additional Teaching Assistants to enable small group support and in class support to extend skills in Phonics, Reading, Writing and Maths in targeted year groups.</p>	<p>Additional staffing increases the quality of teaching and learning in targeted year groups. Increased opportunities for individual and small group intervention support can lead to accelerated progress being made by targeted pupils.</p> <p><i>Sutton Trust: Teaching Assistants +1 month</i></p>	<p>Daily feedback to teaching staff.</p> <p>Assessment of the quality of teaching and learning through the lesson observation cycle.</p> <p>Progress monitored on assessment tracker (x3 times a year) by the HT & DHT and discussed within termly pupil progress meetings.</p>	Jason Scales, Sarah Thomas and Sally Cane	£500

C/E/F -Targeted children benefit from this support which aims to remove barriers to their learning and progress.	EP/ family support/ Behaviour support / social work/ range of therapists when necessary to meet the needs of students (often FSM) who are without SEN status. Multi Agency support team (MAST)	Targeted children benefit from this support which aims to remove barriers to their learning and progress. Sutton Trust: Behaviour Interventions +4 months	Monitor impact on individuals of this support	Vanessa Cload & Jason Scales	(£7200) (1 day release per week)
D Staff more confident and competent to deliver the various strategies to accelerate and sustain progress for children Development of staff skills in spelling and grammar.	Development of staff skills	Pupil Premium pupils in order to accelerate their progress and narrow the gap in attainment related to spelling and grammar	Training & release time for Teachers & Teaching Assistants to improve learning strategies CPD evaluation reports (completed by each member of staff once they have attend external training)	Jason Scales & Vanessa Cload	£0 (MAST SUBSCRIPTION)
Total budgeted cost					£18 700
iii. Other approaches - Enrichment & Enhancement					
Desired outcomes	Chosen action/approach	What is the evidence and rational for this choice?	How will you ensure it is implemented?	Staff lead	Costing & review date
B -Children more resilient able to identify and access support.	Events for service children Service Children Support group divided into key stages (meeting termly)	Children and parental service community content. Personal feedback.	Children and parental service community content. Progress of this group of children is maintained and improved.	Verity Mitchell, Jason Scales and Vanessa Cload	£400
B/F - As a result of reduced cost for low income families, a higher percentage of pupil	To subsidise residential trips for Pupil Premium eligible pupils.	Due to subsidies introduced we have seen an increase in the number of pupil form low income families attending residential trips.	Pupil Premium funding will be used to provide a 50% subsidy for eligible pupils towards the cost of the	Jason Scales and Vanessa Cload	March 20 £300

premium eligible pupils will attend the residential.		Sutton Trust: Outdoor Adventure Learning +3 months	Mountbatten and PGL residential.		
B - Through the HMS Heroes group the school provides support for pupils from service families, especially during times of deployment.	Subscription to HMS Heroes.	Evidence shows that HMS Heroes provides pupils with the opportunity to discuss concerns, share experiences and act as support mechanisms for one another. Attendance within the group continues to grow and the group provides children with the opportunity to mix with other children from service families as well as provide emotional support during periods of family deployment overseas. The group have opportunities to meet with pupils from other schools who are in similar situations, leading to reduced anxiety in school and the classroom.	Progress of this group of children is maintained and improved.	Jason Scales, Vanessa Cload and Verity Mitchell	Jan 20 £1080 (1/2 day TA time) (including £300 annual subscription)
C - Pupils have access to specialist Performing arts tuition and the opportunity to learn a new skill. Improved confidence and motivation towards their learning in the classroom.	To provide access to specialist PA tuition.	Pupils who attended subsidised tuition last year have demonstrated increased confidence in the classroom. End of term evaluations provided via the tutor are very positive and indicate that the children have acquired a wide range of skills over the term. Sutton Trust: Arts Participation +2 months	Termly analysis of the progress and attainment of Pupil Premium pupils	Jason Scales and Vanessa Cload	Jan 20 £300 (Playhouse)
C - To provide targeted resources according to need	To enhance opportunities for Pupil Premium Pupils across the school and to ensure that their basic needs are being met.	Greater rates of progress particularly in Maths and English. The impact of interventions is sustained Purchase of Learning Resources	Monitor rates of progress particularly in Maths and English	Jason Scales, Sarah Thomas and Sally Cane	Jan 20 £500
Total budgeted cost					£2 580

Update 8-11-18

