

BOUGHTON PRIMARY SCHOOL: REVIEW OF PUPIL PREMIUM STRATEGY

1. Summary information					
Academic Year	2017-18	Total PP budget (FUNDING FOR 6 PUPILS AT START OF YEAR)			10400
Total number of pupils (at start of academic year)	189	Number of pupils eligible for PP for academic year 2017-18	7	Date of most recent PP Review	Ofsted March 2017

REVIEW OF EXPENDITURE

(1) QUALITY OF TEACHING FOR ALL

Desired Outcome	Chosen action/approach	Impact: Did you meet the success criteria?	Lessons learned	cost
Improve flow fluency and stamina in writing	Kinetic letters – second round of training and resources. Training from Margaret Williamson also included monitoring and evaluating good practice across the school.	Attainment in writing (end of KS2) was higher than in reading and maths.	Both approaches to writing have been successful across the school; however, a greater impact is seen the earlier the children experience the systems.	£1896.62
Improve quality and content of writing	Talk for Writing – visits to Maidwell and Overstone Primary Schools to observe practice.		The benefits of having a consistent approach to teaching across the school now need to be applied in Mathematics and Reading.	£394.70

(2) TARGETED SUPPORT FOR DISADVANTAGED LEARNERS

Desired Outcome	Chosen action/approach	Impact: Did you meet the success criteria?	Lessons learned	cost
<p>Reduce attainment gap between the school's disadvantaged pupils and others nationally by 10%.</p> <p>Improve progress data for pupils especially in reading.</p>	<p>Termly use of data analysis using NC objectives and standardised testing to identify pupils' needs and ensure support by teachers and TAs is appropriately matched to needs. Pupil Progress Action Plans are used by all teachers to monitor progress and plan appropriate interventions. Progress measures introduced.</p>	<p>Progress tracking was thorough, using SIMS assessment and our own internal tracking systems. However, the attainment gap wasn't reduced by our desired figure. Progress data for pupils in reading still requires more work; whole school approach to the teaching of reading needed.</p> <p>Issues identified through gap analysis in reading:</p> <p>Vocabulary</p> <p>Inference</p> <p>Test technique (finishing the test)</p> <p>Issues identified through gap analysis in maths:</p> <p>Reasoning</p> <p>Consistency in teaching of calculation strategies</p> <p>Recall and application of calculation strategies.</p>	<p>Data analysis points were Dec/Jan, Mar/Apr and Jun/Jul, which we agreed left too little time to action anything for pupils not making adequate progress or achieving their attainment goals.</p> <p>Changed cycle accordingly, to commence 2018-19: tests end of Term 1, Term 3 and Term 5, followed by analysis immediately. This allows sufficient time to identify issues arising and modify practice accordingly.</p> <p>Whole school approaches in reading and maths needed.</p> <p>Plan for academic year 2018 – 19 in Maths, introduce SDI and work as part of the East Midlands Maths Hub to improve practice across the school.</p> <p>Reading: Join the Transforming Reading project led by Kat Pennington and Pie Corbett, to enable us to introduce a consistent approach to the teaching of reading (including vocabulary, comprehension and inference) across the school.</p>	<p>£4353.11 + £4200</p> <p>towards staffing costs to support vulnerable learners</p>

(3) OTHER APPROACHES

Desired Outcome	Chosen action/approach	Impact: Did you meet the success criteria?	Lessons learned	cost
Disadvantaged pupils will be included alongside their peers in team-building activities.	Subsidise cost of school trips for PP pupils.	Inclusion of all pupils, which ensured their social/emotional needs were fully met.	Inform relevant families as soon as they sign up for the 2019 residential that the Pupil Premium grant will pay for their child to attend the residential.	Dependent on school trip.
Pupils' needs (both learning and other needs) fully identified and understood, to ensure good progress made by all.	Additional support sought from Specialist Teacher for Dyslexia.	Further specialist input was especially useful in identifying pupils with specific learning difficulties and supporting staff to fully meet their needs. 4 pupils were assessed and 3 of these were diagnosed with dyslexia.	Continue to use services of specialist teacher. Reports were very detailed and parents warmed to her approach.	£350 per pupil assessed