

## BOUGHTON PRIMARY SCHOOL: PUPIL PREMIUM STRATEGY 2018 - 19

1. Summary information					
<b>School</b>	BOUGHTON PRIMARY SCHOOL				
<b>Academic Year</b>	2018 - 19	<b>Total PP budget</b> (funding for 10 pupils)	16140	<b>Date of most recent PP Review</b>	Ofsted March 2017
<b>Total number of pupils</b>	196	<b>Number of pupils CURRENTLY eligible for PP</b>	5	<b>Date for next internal review of this strategy</b>	Sept 19

2. Current attainment		
		<i>5 pupils; each pupil = 20%</i>
		<i>Pupils not eligible for PP (national average)</i>
<b>% achieving ARE or above in reading, writing &amp; maths</b>		100
<b>% making at least good progress in reading (or equivalent)</b>		100
<b>% making at least good progress in writing (or equivalent)</b>		100
<b>% making at least good progress in maths (or equivalent)</b>		100
3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Reading (including phonics) – area of focus for all staff – quality of teaching and learning, ensuring all pupils make good progress and reach full potential	
<b>B.</b>	Maths - area of focus for all staff – quality of teaching and learning, ensuring all pupils make good progress and reach full potential	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>C.</b>	Family turbulence; social, emotional and mental health needs	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	Each pupil to make at least expected progress from their starting points.	Gap analysis and support according to needs; in class interventions or withdrawal if necessary
<b>B.</b>	Each pupil to reach at least EXS at the end of KS2 (2018 and 2020)	

5. Planned expenditure (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 choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
At least 85% of pupils in each cohort reach expected levels or above in reading.	Transforming Reading project. 1 year CPD, with external training and internal cascade. 1 year sustained professional development in school.	Led by Pie Corbett and Kat Pennington, using tried and tested examples of practice from successful schools; high quality training and opportunities to observe excellent practice by reading specialists.	Quick follow up after each training session; 2 training days dedicated to reading; increased resourcing; opportunities to work together with partner teachers to plan, do and review. Learning walks terms 2, 3, 4, 5 to observe reading in practice.	DC, CP (supported by MJ)	Each term after PIRA tests and teacher assessment (end of terms 1, 2, 3, 4 and 5); term 6 will be used to plan next year's programme.
At least 85% of pupils in each cohort reach expected levels or above in maths.	Same Day Intervention plus East Midlands Maths Hub Teaching for Mastery Teacher Research project. 1 year CPD, with external training and internal cascade. 1 year sustained professional development in school.	Tried and tested approach, recommended by EEF. Maths Hub known to have impact on teacher practice and therefore upon pupil outcomes.	Quick follow up after each training session; 2 training days dedicated to maths; increased resourcing; opportunities to work with maths lead initially, then with partner teachers to plan, do and review. Performance management observation of each teacher term 1, followed up term 5/6. Learning walks terms 2, 3, 4, 5. External review by cluster heads term 2.	JS, RW	Each term after PUMA tests and teacher assessment (end of terms 1,2,3,4 and 5). Term 6 will be used to plan next year's programme.
At least 85% of pupils in Y1 and 95% of pupils in Y2 pass the phonics check.	Sounds-Write Phonics in Y1 and Y2.	Recommended synthetic phonics approach. Improved pupil outcomes in another setting when introduced by the HT.	Training will be attended by 2 teachers and 2 TAs in January 2019. Learning walks to observe Sounds-Write in practice term 4, 5, 6. Use diagnostics to identify gaps in phonic knowledge.	DC, supported by MJ.	Track progress of Y1 and Y2 pupils end of each term using materials similar to screening. Screening in June will be final review and should show impact.
<b>Total budgeted cost</b>					<b>£8,000</b>

<b>i.Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
At least 85% of pupils in each cohort reach expected levels or above in reading.	Switch On Reading	Pupils not on track to reach expected levels in reading need additional, targeted intervention to identify and analyse what they need in order to bridge gaps in reading. Proven intervention which improved pupil outcomes in another setting when introduced by the HT.	Train all TAs plus English lead and SENCo, to ensure approach understood by all. English lead and SENCo to undertake learning walks to observe Switch On in practice term 2, term 4 and term 6. English lead and SENCo to meet with TAs to review pupils and use data to select next cohort.	DC, NH, supported by MJ	Dec 18 (cohort 1), Mar 19 (cohort 2), June 19 (cohort 3)
<b>Total budgeted cost</b>					<b>£4000 training and books</b>

<b>i.Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Disadvantaged pupils will be included alongside their peers in team-building activities.	Subsidise cost of PGL residential for eligible pupils in Y5 and Y6.	Inclusion of all pupils and ensuring their social/emotional needs are fully met is helping to diminish the difference in progress and attainment.	Pupil interviews after the residential to ascertain the impact of going on the trip.	MJ	July 19
Whole school approach to social, emotional and mental health needs, ensuring that all basic needs are well-met to maximise pupil progress.	Protective Behaviours training	Pupils life experiences (see external barriers) can create barriers to learning; having an understanding of these and a whole school approach is maximising pupils' chances to reach their full potential.	Pupil and parent questionnaires Observation of pupils' behaviour (including behaviour for learning)	RdP (PSHE) NH (SENCO) MJ (HEAD)	July 19
Pupils' needs (both learning and other needs) fully identified and understood to ensure good progress is made by all.	Professional support from Educational Psychologist.	EP has access to assessments to identify specific learning needs and can give recommendations for support. Having EP input has strengthened the case when applying for additional High Needs funding for a pupil.	SENCO attend meetings with EP, feed back to HT <ul style="list-style-type: none"> <li>- Ensure that recommendations are followed by school</li> <li>- Ensure best value</li> </ul>	NH (SENCO)	July 19
<b>Total budgeted cost</b>					<b>£4000</b>