

# Pupil Premium Strategy Statement (primary)

Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children. This is based on research showing that children from low income families perform less well at school than their peers. Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their peers. Schools are given a pupil premium for children who have qualified for free school meals at any point in the past six years. The school receives £1320 for each of these children.

1. Summary information					
School: Bolnore Village Primary School		Pupil Premium Lead: Miss Sorrel Clarke		Pupil Premium Governor: Mrs Elspeth McPherson	
Academic Year	2018-19	Total PP budget	£42,240	Date of most recent PP Review	October 2018
Total number of pupils	395	Number of pupils eligible for PP	16 as of 02.10.18 (October Census)	Date for next internal review of this strategy	October 2019

Numbers of pupil premium pupils can go up as well as down in a school year due to changes in benefits etc. Pupil Premium funding is assigned via the School Census.

2. Current attainment and progress (2017-18 data)		
Attainment for academic year 2017-18	Pupils eligible for PP at BVPS	Pupils eligible for PP at BVPS without co-existing SEN
% achieving age related expectations (ARE) in reading, writing and maths	42%	80%
% making progress in reading	62%	100%
% making progress in writing	38%	80%
% making progress in maths	62%	100%

## Attainment across year groups – EVER 6 2017-18

	%ARE and ARE+			Number
	Reading	Writing	Maths	
EYFS	75%	75%	75%	4
Year 1	50%	50%	100%	2
Year 2	33%	33%	33%	3
Year 3	57%	43%	57%	7

	%ARE and ARE+			Number
	Reading	Writing	Maths	
Year 4	50%	33%	50%	6
Year 5	50%	50%	50%	2
Year 6	77%	11%	66%	9
	Year 6 GPS = 77%			

PP = Pupil Premium

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
<b>A</b>	<b>Social, emotional and behavioural difficulties for pupils which has an impact on their progress and attainment</b>
<b>B</b>	<b>Gaps in learning – learning building blocks not secure, gaps widening</b>
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
<b>C</b>	<b>Some Pupil Premium pupils are unable to access clubs and trips due to low income at home and therefore lack experiences that support learning</b>

4. Desired outcomes			
	<i>Desired outcomes</i>	<i>Success criteria</i>	<i>Measured by</i>
<b>A</b>	<b>Reduce the social, emotional and behaviour barriers to learning</b>	Pupils make at least expected progress in literacy and maths	Classroom Monitor – progression and attainment outcomes over time. Boxall Profile results. Pupil responses. Resilience measures.
<b>B1</b>	<b>Close the gap on underperformance in Maths at end of Key Stage 1 as pupils move through KS2 (Data analysis by Pupil Premium Lead)</b>	Pupils make at least expected progress for their year group over the year in Maths	Classroom Monitor – progression and attainment outcomes in Maths over time. End of Key Stage data 2018
<b>B2</b>	<b>Improve writing outcomes across all year groups, particularly in writing (Data analysis by Pupil Premium Lead)</b>	Pupils make at least expected progress for their year group over the year in Literacy, particularly writing	Classroom Monitor – progression and attainment outcomes over time in Literacy for PP and Non PP End of Key Stage data 2018
<b>C</b>	<b>Provide opportunities which families might not be able to afford – clubs, trips etc</b>	20% increase in the number of pupils taking part in after school clubs	% of pupils taking up a sponsored club – club audit by School Office % of pupils taking part in trips, residential etc

5. Planned expenditure 2018-19	
Area of Expenditure	Funding allocation
i) Quality of teaching for all	£1,000
ii) Targeted support	£35,138
iii) Other approaches	£6,102
<b>Total</b>	<b>£42,240</b>

<b>i. Quality of teaching for all</b>
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
<b>Reduce the social, emotional and behaviour barriers to learning so pupils can improve progress and attain higher</b>	<p>SCHOOL DEVELOPMENT PLAN 2018-19</p> <p>Whole school approach to metacognition, resilience and growth mind set through focus on 'Resilience and Reach'. Implemented by teams through the 'Inspire, Support, Check' approach</p> <p>Support from SENCO through TAFs for identified families. Comprehensive safeguarding follow up for identified pupils. Monitoring of attendance of PP pupils.</p>	<p>Teaching pupils strategies to motivate themselves and plan, monitor and evaluate their own learning is a well-proven, high-impact approach to raising attainment and progress.</p> <p>Supporting/removing barriers in the home environment will enable pupils to be more focused and happier in school.</p>	<p>INSET and staff meeting times given for training teachers to use these approaches to help pupils to be in control of their learning. School monitoring/release time. Discussions with pupils. Action Planning by SDP Inclusion Team. TA appraisal reviews Teacher appraisal reviews</p> <p>Safeguarding Reviews - DCPOs</p>	Pupil Premium Lead through the SDP Inclusion Team and Safeguarding Team	Termly and final review in July 2019	1000
<b>Total allocated funding</b>						<b>1000</b>

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	Review	Cost
<b>Close the gap on underperformance in Maths in KS2 given end of KS1 data 2017-18</b>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>SDP 2018-19 'Reach and Resilience' focus with 'Inspire, Support, Check' approach employed by all SDP teams</li> <li>Half termly pupil progress meetings with class teachers</li> <li>Implementation of new maths strategy: concrete, pictorial and abstract/problems solving for all pupils.</li> <li>Focus on effective feedback by all staff – update to Marking Policy</li> <li>Monitor the teaching of Maths throughout the School.</li> </ul>	<p>Excellent outcomes for pupils at our school who have completed 1<sup>st</sup> Class @ number. From the interventions carried out last year we saw a good improvement in Maths and want to continue this success.</p> <p>The EEF toolkit suggests</p> <ul style="list-style-type: none"> <li>Effective feedback has a significant impact on progress and attainment</li> <li>that small group sessions with highly qualified staff can be effective in groups of less than 6 pupils.</li> </ul>	<p>On entry and exit assessment. Intervention records to monitor outcomes. Pupil progress continually reviewed by class teachers and senior leaders. Pupil progress meetings will focus on outcomes for PP pupils. Impact reviewed by PP Co-ordinator and SDP Inclusion team. Monitoring by the STEM SDP team.</p> <p>TA appraisal reviews Teacher appraisal reviews</p>	PP Lead	Half termly through Pupil Progress reviews and SDP Inclusion Team reviews.	£17,069

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	Review	Cost
	<p><b>Staff deployment</b></p> <ul style="list-style-type: none"> <li>• TA employed to work 1:1 once a week with focus pupils on their next steps</li> <li>• Pupil Premium Champion TA employed 1 day a week to support PP pupils</li> <li>• Each TA has one or more pupils to support and improve their personal learning target (Appraisal target for TAs)</li> </ul> <p><b>Focus intervention groups</b></p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Class @ number</li> <li>• Year 6 booster groups</li> </ul>	<p>Interventions are based on evidence that shows they have a prompt, positive impact on pupils' numeracy skills.</p> <p>New maths approach ensures all pupils reach the problem solving stage of maths.</p> <p>An unerring focus on the quality of teaching will improve outcomes for pupils.</p>	<p>Monitoring by Pupil Premium Governor/reports to the Governing Body.</p>			
<b>Improved writing skills across all year groups</b>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• SDP 2018-19 'Reach and Resilience focus.</li> <li>• Focus on effective feedback by all staff – update to Marking Policy</li> <li>• Writing is a core focus for all SDP teams</li> <li>• CPD for staff around improving writing</li> <li>• Introduction of Spelling Shed for KS1 and KS2 pupils</li> <li>• Termly pupil conferencing by class teachers focusing on feedback and next steps</li> </ul> <p><b>Staff deployment</b></p> <ul style="list-style-type: none"> <li>• Teaching Assistant support across the School for PP pupils.</li> <li>• TA employed to work 1:1 once a week with focus pupils on their next steps</li> </ul>	<p>Our data shows that writing is an area that needs improvement across the whole school. This is a main strand of our School Development Plan.</p> <p>The EEF toolkit suggests</p> <ul style="list-style-type: none"> <li>• Effective feedback has a significant impact on progress and attainment</li> <li>• that small group sessions with highly qualified staff can be effective in groups of less than 6 pupils.</li> </ul> <p>Interventions are based on evidence that shows they have a prompt, positive impact on pupils' writing skills.</p>	<p>PP Co-ordinator will provide teachers with pupil conferencing questions to discuss each term so there is consistency between all teachers.</p> <p>PP Co-ordinator will collect copies of pupil conferencing and address any issues if needed.</p> <p>Pupil progress meetings around Pupil Premium and understanding the multi layers of challenge ie SEN/EAL/PP</p> <p>TA appraisal reviews Teacher appraisal reviews</p> <p>PP organise and monitor intervention data.</p>	Literacy & Inclusion teams	Half termly	£17,069

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	Review	Cost
	<ul style="list-style-type: none"> <li>Pupil Premium Champion TA employed 1 day a week to support PP pupils</li> <li>Each TA has one or more pupils to support and improve their personal learning target (Appraisal target for TAs)</li> </ul> <p><b>Focus intervention groups</b></p> <ul style="list-style-type: none"> <li>Access Literacy (Spelling programme) for pupils with severe spelling needs. – Small groups</li> <li>Year 6 booster groups</li> <li>Year 5 Homework group</li> </ul>		Monitoring by Pupil Premium Governor/reports to the Governing Body.			
<b>Reduce the social, emotional and behaviour barriers to learning so pupils can improve progress and attain higher barriers to learning so pupils can improve progress and attain higher</b>	<p>Identified pupil needs to be met through the School's Pastoral Support Programme – check ins, daily downloads, Nurture Groups</p> <p>SDP – Reach and Resilience focus this year.</p> <p>Attendance monitoring of PP pupils every half term – targeted rewards.</p>	<p>Research shows that pupils attending Nurture Groups showed significant gains in academic attainment and improved attendance. This is because it reduces the barriers to learning by building pupils self-esteem and confidence.</p> <p>SDP – children need to develop coping strategies for when things don't go well. Reach and resilience work in school will help with this.</p>	<p>All pupils are assessed on entry and at the end of every term using the Boxall profile assessment.</p> <p>Discussions with PP pupils during conferencing to discuss how they feel it is helping them.</p> <p>PP Co-ordinator monitoring</p>	Pastoral Support Team	Termly reviews – SDP Inclusion Team	1000
<b>Total allocated funding</b>						<b>£35,138</b>

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	Review	Cost
<b>Subsidise the cost of clubs and trips to allow PP pupils to access them</b>	Funding for pupils to attend after school clubs. PP Parents are encouraged to sign their children up to a club and the School will cover the cost of 1 club each term. We will also fund places on residential and year group school trips.	EEF research indicates that sports, art and extra-curricular participation has a positive effect on learning. We want to remove the barrier for pupils accessing these extra-curricular activities as these opportunities help pupils to develop new friendships, learn new skills and develop self-confidence and self-esteem.	Termly club audits to track PP take up.  Following the audit the PP Co-ordinator will talk to the pupils not currently attending a club and find out which club they would like to attend and allocate a space for them for the next term.	PP Lead  Office Staff	Termly	5556
<b>Provide opportunities within the school community</b>	Monitor the involvement of PP pupils in School Sports Teams and School Committees.	EEF research indicates that sports, art and extra-curricular participation has a positive effect on learning.	A sports audit of those participating in sports teams.  Monitor the PP pupils who hold a responsibility within the School.	PE Lead  PP Lead	January 2019	0
<b>Provide opportunities outside of school which they may not necessarily be able to afford</b>	Providing additional educational trip to the South of England Show.	Research shows that pupils from disadvantaged backgrounds often aren't given the same out of school experiences such as visiting farms and family attractions. This leads to a lack of experiences to draw from when in the classroom for activities such as writing.  EEF research indicates that sports, art and extracurricular participation has a positive effect on learning.	Pupil Premium trip organisation. Follow up with PP families who do not respond to encourage attendance.  Normal trip planning procedures followed.  Feedback from pupils following the event.	PP Lead	July 2019	546
<b>Total allocated funding</b>						<b>£6,102</b>

6. Review of previous year's expenditure				
Previous Academic Year		2017-18		
Total allocation		£35,640		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Anticipated impact:	Lessons learned (and whether you will continue with this approach) Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
<b>Reduce the social, emotional and behaviour barriers to learning so pupils can improve progress and attain higher</b>	Whole school approach to metacognition, resilience and growth mind set.	Teaching pupils strategies to motivate themselves and to plan, monitor and evaluate their own learning to raise attainment and progress.	In line with the school development plan we are continuing to reduce the social, emotional and behaviour barriers to learning so pupils can improve progress and attain higher. We feel that we began to implement key strategies and language around this are but it needs to be embedded further this academic year.	1000
ii. Targeted support				
Desired outcome	Chosen action/approach	Anticipated impact:	Lessons learned (and whether you will continue with this approach) Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
<b>Close the gap on underperformance in maths in Year 2 and KS2</b>	<b>Focus intervention groups</b> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Class @ number</li> <li>• Year 6 booster groups</li> <li>• Year 6 class teacher released one afternoon a week to gap fill with small groups of pupils</li> <li>• Year 5 booster groups</li> <li>• Half termly pupil conferencing with Class teachers focusing on maths, reading or writing, feedback and next steps</li> <li>• Teaching Assistant support across the School for PP pupils.</li> </ul>	Pupils to make excellent progress in Maths.	<p>Good impact for Yr6 reading, and maths compared to Year 5 data.</p> <p>Minimal impact with Year 2 maths data due to low attendance and SEN for the 2 out of the 3 pupil premium pupils in this cohort. Need to improve attendance for specific pupils.</p> <p>Good impact for KS2 maths data.</p> <p>Overall literacy data has improved across Years 1-5.</p> <p>Needs to continue, sharing good practice with other staff.</p>	14250

<p><b>Improved literacy skills across all year groups</b></p>	<ul style="list-style-type: none"> <li>• Access Literacy (Spelling programme)</li> <li>• Year 6 booster groups</li> <li>• Year 6 class teacher released one afternoon a week to gap fill with small groups of pupils</li> <li>• Year 5 booster groups</li> <li>• Half termly pupil conferencing with Class teachers focusing on maths, reading or writing, feedback and next steps</li> <li>• Teaching Assistant support across the School for PP pupils.</li> </ul>	<p>Pupils to make excellent progress in literacy.</p>	<p>Overall literacy data has improved across Years 1-5.</p> <p>Good impact for Yr6 Reading, and Maths compared to Year 5 data. Need to review the impact of literacy based intervention groups at the end of the Autumn Term. Access Literacy only teaches pupils spelling rules and sessions is oversubscribed. We need to look at the pupils attending and assess if this is the best programme for them. We will devise an on entry and exit assessment in order to track progress in Access Literacy.</p> <p>Needs to continue, sharing good practice with other staff.</p>	<p>13200</p>
<p><b>Reduce the social, emotional and behaviour barriers to learning so pupils can improve progress and attain higher barriers to learning so pupils can improve progress and attain higher</b></p>	<p>Pupils to attend our Pastoral Support programme.</p>	<p>To reduce the barriers to learning by building pupils' self-esteem and confidence.</p>	<p>Some pupils have improved their resilience and self-esteem. They are more confident in class and they have strategies to help them deal with problems at playtime.</p> <p>Needs to continue.</p>	<p>1000</p>
<p><b>Reduce the social, emotional and behaviour barriers to learning so pupils can improve progress and attain higher barriers to learning so pupils can improve progress and attain higher</b></p>	<ul style="list-style-type: none"> <li>• Resources for Acorns group 'Talk about books' to support pupils experiencing emotional and social barriers.</li> </ul>	<p>Pupils able to express themselves and develop resilience further.</p>	<p>More resilient pupils who are better equipped with the tools they need to develop and maintain friendships with their peers.</p>	<p>133.96</p>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Anticipated impact:</b>	<b>Lessons learned</b> (and whether you will continue with this approach) Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Cost</b>
<b>Subsidise the cost of clubs and trips to allow PP pupils to access them</b>	Funding for pupils to attend after school clubs. Parents are encouraged to sign their PP pupils up to a club and the school will cover the cost of 1 club each term. We will also fund places on Residential and year group school trips.	To remove the barrier of cost for pupils accessing these extra-curricular activities as these opportunities help pupils to develop new friendships, learn new skills and develop self-confidence.	All clubs and trips have subsidised costs for PP pupils.  Some parents have taken up the opportunity for their pupils to access extra-curricular activities. However, we need to engage further with the parents and pupils to ensure more attend clubs.	2778
<b>Provide opportunities outside of school which they may not necessarily be able to afford</b>	Providing additional educational trip to the South of England Show	To give pupils out of school experiences that they might not otherwise have  To give them experiences for them to draw on in their school learning.	Most pupils and parents took up the opportunity to attend the South of England Show. This enabled them to build relationships with their peers who had attended the show and built up their self-esteem and confidence.  Next time we would split the pupils into smaller Key Stage groups so the activities they undertake are more age appropriate.	55
<b>TOTAL</b>				<b>£34,970</b>