

Pupil Premium Strategy Statement (primary)

1. Summary information					
School: Bolnore Village Primary School		Pupil Premium Lead: Mrs Vicky Hancock		Pupil Premium Governor: Mrs Elspeth McPherson	
Academic Year	17-18	Total PP budget	£35,640	Date of most recent PP Review	October 2017
Total number of pupils	382	Number of pupils eligible for PP	17 as of 14.11.17	Date for next internal review of this strategy	March 2018

2. Current attainment and progress

Attainment for academic year 2016-17	Pupils eligible for PP at BVPS	Pupils eligible for PP at BVPS without co-existing SEN (4/13)	Pupils not eligible for PP (national average)
% achieving age related expectations in reading, writing and maths	38.5%	75%	%
% making progress in reading	38.5%	100%	%
% making progress in writing	31%	75%	%
% making progress in maths	38.5%	100%	%

Attainment across year groups – EVER 6 (areas of significant concern in yellow)

	%ARE and ARE+			Number
	Reading	Writing	Maths	
EYFS				0
Year 1	0%	0%	0%	2
	Year 1 Phonics – 0%			
Year 2	67%	0%	33%	3
Year 3	50%	50%	50%	4

	%ARE and ARE+			Number
	Reading	Writing	Maths	
Year 4	20%	0%	20%	5
Year 5	60%	50%	60%	5
Year 6	50%	67%	67%	
	Year 6 SPAG = 67%			

Numbers of pupil premium children 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.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A	Social, emotional and behavioural difficulties for pupils which has an impact on their progress and attainment
B	Gaps in learning – learning building blocks not secure, gaps widening

External barriers (issues which also require action outside school, such as low attendance rates)

C	Some Pupil Premium children are unable to access clubs and trips due to low income at home and therefore lack experiences that support learning
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4. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>	<i>Measured by</i>
A	Reduce the social, emotional and behaviour barriers to learning	Pupils make at least expected progress in literacy and maths	Classroom Monitor – progression and attainment outcomes over time. Boxall Profile results
B1	Close the gap on underperformance in maths in Year 2 and KS2 (Data analysis by Pupil Premium Lead)	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
B2	Improve literacy outcomes across all year groups (Data analysis by Pupil Premium Lead)	Pupils make at least expected progress for their year group over the year in maths	Classroom Monitor – progression and attainment outcomes over time in literacy for PP and Non PP
C	Provide opportunities which families might not be able to afford – clubs, trips etc	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 2017-18

Area of Expenditure	Funding allocation
Quality of teaching for all	1000
Targeted support	28583.96
Other approaches	6056.04
Total	35,640

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	Review	Cost
Reduce the social, emotional and behaviour barriers to learning so children can improve progress and attain higher	SCHOOL DEVELOPMENT PLAN 2017-18 Whole school approach to metacognition, resilience and growth mind set.	Teaching children strategies to motivate themselves and plan, monitor and evaluate their own learning is a well-proven, high-impact approach to raising attainment and progress.	INSET and staff meeting times given for training teachers to use these approaches to help children to be in control of their learning. School monitoring/release time. Discussions with children.	Deputy Head SENCO	July 2018	1000
Total allocated funding						1000

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
Close the gap on underperformance in maths in Year 2 and KS2 Improved literacy skills across all year groups	Focus intervention groups <ul style="list-style-type: none"> • 1st Class @ number • Access Literacy • Year 6 booster groups • Year 6 class teacher released one afternoon a week to gap fill with small groups of children • Year 5 booster groups 	Excellent outcomes for pupils at our school who have completed Access Literacy and 1 st Class @ number. The EEF toolkit suggests that small group sessions with highly qualified staff have been shown to be effective in groups of less than 6 pupils. Interventions are based on evidence that shows they have a prompt, positive impact on children's numeracy and literacy skills.	Intervention records to monitor outcomes. On entry and exit assessment. Pupil progress continually reviewed by class teachers and senior leaders. Pupil progress meetings. Impact reviewed by PP Co-ordinator Monitoring by Pupil Premium Governor	PP Lead Booster group teachers	After the first block of sessions. January 2018	2250
Improved literacy skills across all year groups Close the gap on underperformance in	Half termly pupil conferencing. Class teachers to spend time discussing with each PP child on a 1:1 basis what is	The Education Endowment Foundation Toolkit regards 1:1 feedback as being an important strategy for improving learning outcomes in reading and maths.	PP Co-ordinator will provide teachers with pupil conferencing questions to discuss each half term so there is consistency between all teachers.	PP Lead	Half termly	1200

maths in Year 2 and KS2	working well for them at school and in reading, writing and maths. It is also an opportunity for teachers to give clear feedback and next steps to the children.		PP Co-ordinator will collect copies of the conferencing and address any issues if needed. Pupil progress meetings around Pupil Premium and understanding the multi layers of challenge ie SEN/EAL/PP			
Reduce the social, emotional and behaviour barriers to learning so children can improve progress and attain higher barriers to learning so children can improve progress and attain higher	Children to attend our Nurture Group programme.	Research shows that children attending Nurture Groups showed significant gains in academic attainment and improved attendance. This is because it reduces the barriers to learning by building children's self-esteem and confidence.	All children are assessed on entry and at the end of every term using the Boxall profile assessment. Discussions with PP children during conferencing to discuss how they feel it is helping them. PP Co-ordinator monitoring	SEN Team	April 2018	1000
Reduce the social, emotional and behaviour barriers to learning so children can improve progress and attain higher Close the gap in maths and literacy skills	Teaching Assistant support across the School for PP pupils.	According to the EEF Toolkit there is good evidence that providing intensive 1:1 remedial tuition, for short, regular sessions over a set period of time can enable children to catch up with their peers by redressing the gaps.	Monitor progress through half termly pupil progress meetings. PP Co-ordinator to liaise with class teacher and TA to ensure that skills are being transferred and focus sessions are linked to addressing the gaps.	PP Lead	January 2018	24000
Reduce the social, emotional and behaviour barriers to learning so children can improve progress and attain higher barriers to learning so children can improve progress and attain higher	Resources for Acorns group 'Talk about books' to support children experiencing emotional and social barriers.	Pupils able to express themselves and develop resilience further.	Boxall profiles Learning Mentor notes/discussions	SEN Team	January 2018	133.96
Total allocated funding						28583.96

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
Subsidise the cost of clubs and trips to allow PP children to access them	Funding for children to attend after school clubs. Parents are encouraged to sign their PP 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 children accessing these extra-curricular activities as these opportunities help children to develop new friendships, learn new skills and develop self-confidence.	A club audit will happen in the autumn term to monitor how many of the PP children have taken up clubs. Following the audit the PP Co-ordinator will talk to the children 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	January 2018	5556.04
Provide opportunities outside of school which they may not necessarily be able to afford	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 class room for activities such as writing. EEF research indicates that sports, art and extracurricular participation has a positive effect on learning.	All children on the current PP register will be sent a trip letter to sign and return. Any pupils who do not return their form by the deadline will be contacted and verbal consent will be taken. Normal trip planning procedures followed.	PP Lead	July 2017	500
Total allocated funding						6056.04

6. Review of expenditure					
Previous Academic Year		2016-17			
Total allocation		£34,970			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Address key external barrier to learning	Extended leaning opportunities	Range of enrichment activities – impacting on all pupils	Supported development of knowledge, experience. Continue in 2017-18 where possible.	469	
ii. Targeted support					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Close the gap	Maths resources	Pupils able to practise work done at school at home.	Resources well received by parents. Continue where possible.	24	
Close the gap	TA support	Pupils given additional targeted support in class either by TAs or teachers.	Excellent impact where clarity of role is established and teacher able to deploy TA support effectively. Needs to continue, sharing good practice with other staff.	31644	
iii. Other approaches					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Provide additional opportunities	Funded clubs, school trips and residentials	Excellent impact in terms of range of experiences and opportunity.	Need to find ways to more strongly link outcomes to trips ie more writing as a follow up from an experience.	2778	
Provide additional opportunities	Lego Therapy	Resources purchased to support Lego Therapy	Issues with sustainability given budget constraints and need for TAs to be deployed as 1:1s with limited release time for interventions.	55	
				TOTAL	£34,970

