



Pupil Premium Grant Strategy Statement 2019-20

What is the pupil premium grant?

The pupil premium grant (PPG) is additional funding allocated to help schools build a curriculum that will support attainment and readiness for statutory school age children from low-income/disadvantaged families who are known to be eligible for free school meals (FSM). Also children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces.

Our school aims for its disadvantaged pupils

At Boreham Primary the PPG supports children to access high quality teaching by overcoming barriers to their learning and enabling equal access to opportunities alongside their peers so that they can make at least the same the rate of academic and social progress in comparison to their peer.

Review of the Pupil Premium Strategy for the academic year 2018-19

PP Grant £39,421.75

Carry Forward from 2017/18 of: £11,789

Overview of how the PPG was spent.

- Support staff were deployed across the school to enable pupils in receipt of the PPG to receive additional support in both English and Maths. This enabled focussed intervention work to take place with targeted pupils, individually, paired or in small groups.
- An experienced counsellor was employed for up to 6 hours per week which enabled pupils to access a specialist counsellor on a consistent basis in school for an extended number of sessions, to support their emotional and mental health and well-being as required. Additional transition groups for Yrs 3 and 6 were also run by the counsellor.
- A play therapist was employed to work with targeted individual pupils during the summer term.
- Additional speech and language provision was funded by all schools within our River Chelmer Partnership to further support the provision already offered by the local authority.
- Pupils in receipt of PPG were encouraged to attend a range of extra-curricular activities to develop their social and physical skills. The clubs were subsidised through PPG funding.
- Pupils learning musical instruments were supported further by subsidising their attendance at Rock Steady or peripatetic lessons.

- All pupils in receipt of PPG were provided with greater opportunities to engage in activities and experiences outside of the classroom to enhance their learning. All school trips (including the Yr 5 and 6 residentials) and special visitors (such as the Chinese Dragon Dance) which incurred costs for parents were subsidised through PPG funding.
- Specific resources were purchased to support individual children in receipt of PPG such as; Yr 6 SAT's revision books, sensory resources, speech and language games and school uniform items.
- Salford Reading test was purchased to enable accurate assessment of decoding skills in order to inform future planning.
- A set of gym mats and storage trolley were purchased in order to directly support the delivery of our weekly gym trail sessions.

Academic impact of PPG provision against progress and attainment.

In Key Stage 2 the expectation is that pupils will make 6 steps progress in a year.

In Key Stage 1 the expectation remains the same for Year 2. However in Year 1, the expectation is that pupils will make 5 steps progress.

End of Key Stage 2 Outcomes 2019

Progress score from KS1 to KS2				
	<i>Boreham School Disadvantaged pupils 2019 (4 pupils)</i>	<i>National average for disadvantaged pupils 2019</i>	<i>National average for non-disadvantaged pupils 2019</i>	
Reading	-4.27	-0.62	0.32	
Writing	-1.68	-0.50	0.27	
Maths	-1.66	-0.71	0.37	
Reaching end of KS2 expectations				
Reading, writing and maths combined	75%	71%		

Progress and Attainment in Year 6

Yr Grp: 6	Number of disadvantaged children in year group		<i>Annual steps progress for academic year for disadvantaged pupils Sept 18-July 19</i>	<i>Annual steps progress for academic year for non-disadvantaged pupils Sept 18-July 19</i>	<i>% of disadvantaged pupils making expected or better progress in Yr 6</i>	<i>% of other pupils making expected or better progress in Yr 6</i>	<i>% of disadvantaged pupils at or above expected standard of attainment for their age group</i>	<i>% of other pupils at or above expected standard of attainment for their age group</i>
Cohort Number: 31	4	Reading	5.3	6.5	25%	82%	75%	82%
		Writing	5.3	6.5	25%	82%	75%	82%
		Maths	5.3	6.1	25%	67%	75%	89 %

What does the information above tell us?

- The % of our disadvantaged pupils reaching end of Key Stage 2 expectations in reading, writing and maths is in line with the 2019 national average.
- Our disadvantaged pupils did not make the same rate of progress in comparison to non-disadvantaged peers through Key Stage 2.

End of Key Stage 1 Outcomes 2019

Yr Grp: 2	Number of disadvantaged children in year group: 3		<i>Annual steps progress for academic year for disadvantaged pupils Sept 18-July 19</i>	<i>Annual steps progress for academic year for non-disadvantaged pupils Sept 18-July 19</i>	<i>% of disadvantaged pupils making expected or better progress in Yr 2</i>	<i>% of other pupils making expected or better progress in Yr 2</i>	<i>% of disadvantaged pupils at or above expected standard of attainment for their age group</i>	<i>% of other pupils at or above expected standard of attainment for their age group</i>	<i>% of disadvantaged pupils making expected progress by the end of KS1</i>	<i>% of other pupils making expected progress by the end of KS1</i>
Cohort Number: 39		Reading	4.3	6.1	67%	78%	33 %	83%	67%	86%
		Writing	4.3	6.3	67%	86%	33%	75%	67%	83%
		Maths	3.7	6.3	33%	81%	73%	83%	67%	86%

It should be noted that of the 3 pupils in this year group, one child was attending school on a vastly reduced school timetable to support their significant needs.

Reaching end of KS1 expectations	<ul style="list-style-type: none"> • 33% of our disadvantaged pupils reached the combined expected standard for reading, writing and maths.
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- 64% of other pupils reached the combined expected standard for reading, writing and maths.

What does the information above tell us?

- As the disadvantaged group only consists of a very small number of pupils (3 pupils) one of whom who was educated on a vastly reduced school timetable due to their significant additional needs and a further child joining us in Yr 2, a data comparison would be inappropriate.

End of all other year group outcomes 2019

Year Group	Number of disadvantaged children in year group		<i>Annual steps progress for academic year for disadvantaged pupils Sept 18-July 19</i>	<i>Annual steps progress for academic year for non-disadvantaged pupils Sept 18-July 19</i>	<i>% of disadvantaged pupils making expected or better progress annually.</i>	<i>% of other pupils making expected or better progress annually.</i>	<i>% of disadvantaged pupils at or above expected standard of attainment for their age group</i>	<i>% of other pupils at or above expected standard of attainment for their age group</i>
5	6	Reading	6.7	6.3	100%	88%	67%	84%
		Writing	6.5	6.2	100%	88%	50%	72%
		Maths	7.0	6.3	100%	92%	67%	88%
4	4	Reading	6.0	6.2	100 %	96 %	75 %	84 %
		Writing	6.0	6.3	100%	96 %	50 %	72 %
		Maths	6.3	6.3	100 %	100 %	75 %	84 %
3	5	Reading	5.8	6.2	75%	100%	75%	88%
		Writing	5.8	6.1	75%	96%	75%	85%
		Maths	6.0	6.1	100%	96%	100%	85%
1	3	Reading	4.0	4.2	67%	74%	33%	74%
		Writing	3.0	3.5	33%	59%	0%	56%
		Maths	4.0	4.6	67%	82%	67%	74%

What does the information above tell us?

- Our Year 5 disadvantaged pupils made better progress annually in comparison to non-disadvantaged pupils in reading, writing and maths.
- 100% of our Year 5 and 4 disadvantaged pupils all made at least expected progress in reading, writing and maths.
- The majority of our Year 3 disadvantaged pupils made expected progress in reading and writing and 100% of pupils made at least expected progress in maths.
- As the disadvantaged group only consists of a very small number of pupils (3 pupils) one of whom has additional needs, a data comparison would not be applicable.

- Overall, our disadvantaged group are achieving the best in maths.
- Overall, our disadvantaged pupils are achieving less well in writing.

Review of the outcomes set for the academic year 2018-19

Desired Outcomes	Review/Impact
<p>To further develop leadership at all levels in order to improve the quality of teaching and learning in order to accelerate the progress that our disadvantaged pupils make in reading, writing and maths.</p> <p>Class teacher develops a stronger working relationship with the child and personalises learning.</p> <p>Improved self-esteem and confidence. Greater engagement in learning.</p>	<p>All class teachers are aware of the disadvantaged pupils in their class and the additional interventions that they receive and can talk about individual children with confidence during termly pupil progress meetings. The leadership team regularly review the progress and attainment of its disadvantaged pupils to ensure that they are accessing all available opportunities to enhance their learning. As a result of this, the vast majority of our disadvantaged pupils in Years 3-5 made at least expected or better progress in reading, writing and maths.</p> <p>Classroom observations, book looks, pupil surveys and verbal feedback from class teachers and other staff evidence that the majority of disadvantaged pupils are actively engaged in their learning, gaining self-confidence and happy in school.</p>
<p>Improved parent awareness and understanding of PPG. Parent friendly PPG passports to be developed to monitor pupil progress. Parents and pupils attend and engage in termly learning and celebration conversations.</p>	<p>A new PPG information guide was designed for parents and published on our school website and as a result of this we have seen an increase in the number of parents who have greater confidence to approach the school. All disadvantaged pupil were spoken to with regards to their interests and wishes.</p>
<p>Whole School attendance target for 2018-19 is 96.8%</p> <p>PPG pupils to increase previous personal attendance and last years average of 94.6%</p>	<p>The annual attendance figure for our disadvantaged pupils for the academic year 2017-18 was 94.8% - a 0.2% increase. However, this is impacted particularly by two pupils, one of whom was educated off-site. Excluding the two pupils on reduced timetables the overall attendance increases to 96.5%.</p>

Continued access to enhanced learning opportunities and participation by all PPG pupils in an extra-curricular activity and representing their school in competitive (Level 2) sporting events.	<p>An increased number of our disadvantaged pupils were selected to represent the school in Level 2 competitive events and exposed to positive active role-models in sporting arenas. 100% of our junior aged disadvantaged pupils represented the school in at least one event.</p> <p>76% (13 out of 17) of our disadvantaged junior aged children attended a weekly club at some point during the academic year.</p>
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Pupil Premium Strategy for the academic year 2019-20

Number of pupils on roll	221	Total PPG received	£39,420.00
Number of pupils in receipt of PPG	21	Previous review of PP Strategy	December 2019
Percentage of pupils receiving PPG in the school	10%	Planned review of current PP Strategy	July 2020

Summary of PPG strategy for this year and how it links to School Improvement Plan

10% of the number of pupils on the school roll currently qualify for the pupil premium grant (PPG). Review of the PPG strategy and data from the academic year 2018-19 indicates that our disadvantaged pupils demonstrate a higher level of achievement in maths. Support for improving reading and writing outcomes is our primary focus with particular emphasis upon further developing our disadvantaged pupil's resilience.

A copy of the School Improvement Plan for parents can be found on the school website.

Barriers to educational achievement. Targeted area	Desired Outcome	Strategy	Costings	Monitoring
Leadership and Learning	To continue to improve outcomes for our disadvantaged pupils in reading, writing and maths so that they remain consistently above the national averages, (with a particular focus on increasing the proportion of children reaching the greater depth higher standard) by further developing leadership at all levels in order to challenge existing practices and further improve the quality of teaching, learning and assessment across the school.	<ul style="list-style-type: none"> Targeted additional Sp and Lang support. Focused modular interventions with clear baselines- Interventions to include - <i>Daily tricky word spelling, Pre and post teaching re-inforcement. Writing support, Toe by Toe, Maths skills, Maths vocabulary/personalised dictionary, Individual reading, inference booster group, maths booster, SPlAT, Gym trail, Finger gym.</i> Training for support staff in reading fluency and accuracy. Training for staff in specific reading and spelling strategies interventions. Training for staff on pre-teaching. 	<p>£940 - Cost of Sp & Lang Therapist</p> <p>£25,000 - Targeted Interventions and individualised and small group classroom support</p> <p>£600 - Resource Budget</p>	<p>Termly Pupil Progress meetings</p> <p>Teaching & Learning Observations.</p> <p>Target Tracker</p> <p>RCCP Cluster Data and National Comparison</p> <p>ASP</p>
Well-being	To continue to develop effective learning attitudes so that all pupils are persistent in the face of difficulties and consistently display a thirst for knowledge which impacts directly upon the progress that they make.	<ul style="list-style-type: none"> Access to school counsellor, individually or in a small group to target specific need. Introduction of new 18 week highly structured self-esteem / well-being programme - 'Dina School' 	<p>£1,440 -School Counsellor (Annual)</p> <p>£1,500 - Play Therapist to deliver Dina School</p> <p>£90 - Dina Resource Budget</p>	<p>Entrance and exit pupil and parent questionnaires</p> <p>Class Teacher feedback</p> <p>Individual pupil progress data - PPG Passport</p>

		<ul style="list-style-type: none"> • Access to sensory room and individual resources. • Annual whole school PPG Enrichment Day. 	£300 – For resourcing the day (ie) cooking and craft activities.	
Engagement	Improved parent awareness and understanding of PPG for new parents and their child's entitlements.	<ul style="list-style-type: none"> • Review current PPG leaflet. • Ensure that PPG is included during any new parent induction session. • PPG information leaflet to be included in induction pack. 	£50 – Photocopying (Induction Pack)	Parental Feedback
Attendance	To continue to promote and instil regular school attendance for our disadvantaged pupils so that it directly impacts upon the progress that they make in school.	<ul style="list-style-type: none"> • Daily 'meet and greet' to ensure a positive welcome into school, particularly after any period of absence. • Attendance to be shared and discussed with parents and children at termly consultation evenings. • SAM meeting to be held in event of any attendance dropping below 95%. • Robust monitoring of school attendance for all PPG pupils. 	£1,000 – New Fish tank in main reception area and maintenance.	Daily registration Half termly and termly attendance reports.
Equal opportunities	Continued access to enhanced learning and leadership opportunities and participation by all PPG pupils in an extra-curricular activity and representing their school in competitive (Level 2) sporting events.	<ul style="list-style-type: none"> • Ensure that all pupils in receipt of PPG are given the opportunity to attend at least x1 fully funded extra-curricular club per term. • Ensure that pupils in receipt of PPG represent their school in Level sporting events. 	£3,500- enables each child in receipt of PPG to attend 1 club per term. £4,000 – Yr 5/6 Residentials	Extra- curricular club and Level 2 registers to be monitored by PE Subject Lead termly.

		<ul style="list-style-type: none"> • Pupils in receipt of PPG are selected for cluster schools enrichment days and provide transport for those parents unable to. • Residential trips in Yr 5/6 and class visits to be heavily subsidised by school. 	£1000 – enables each child in receipt of PPG to attend termly class trips/visits.	
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How can I find out more? If you would like further information or think that your child may be eligible for PPG please call into school to see Mrs Huntley (PPG manager). Mrs Huntley is usually in school from Tuesday to Thursday. The person responsible for pastoral care and well-being (Mrs Pinkney) or the school business manager (Mrs Powell), who are in the office can also help you.

A parent's guide to PPG can also be found on our school website.