

# Pupil Premium Strategy Statement - Boreham Primary School 2017 - 2018

1. Summary information					
School	Boreham Primary School				
Academic Year	2017 - 18	Total PP budget	£43570	Date of most recent PP Review	January 2018
Total number of pupils	217	Number of pupils eligible for PP	33	Date for next internal review of this strategy	January 2019

2a. Progress score from KS1 to KS2				
	<i>Boreham School pupils eligible for PPG</i>	<i>Boreham School pupils not eligible for PPG</i>	<i>National average for disadvantaged pupils</i>	<i>National average for <b>non</b>-disadvantaged pupils</i>
Reading	+3.27 (5 pupils)	-0.64 (24 pupils)	-0.7	+0.33
Writing	-1.33 (5 pupils)	-1.97 (25 pupils)	-0.4	+0.17
Maths	-1.24 (5 pupils)	+0.81 (24 pupils)	-0.6	+0.28
2b. Reaching end of KS2 expectations				
Reading, writing and maths	80%	67%	48%	67%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Passive attitude towards learning
B.	Speech and Language skills upon entry
C.	Emotional well-being
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance and Punctuality
E.	Parental engagement

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils are positive and demonstrate a responsible, questioning attitude towards learning	In lesson drop-ins and teacher peer observations agreed learning behaviours are observed and planning and teaching encourages this. Improved learning behaviours enable greater access of the curriculum leading to increased attainment as demonstrated through discussions and Target tracker data presented at Pupil Progress Meetings.
<b>B.</b>	Speech and language skills are assessed and then developed and supported where necessary so that children can access the EYFS and KS1 curriculum to the best of their ability	Speech and Language skills are at least in line with the national average by the end of KS1
<b>C.</b>	Pupils emotional needs are recognised and responded to in a timely and appropriate way	The impact that pupils' emotional needs have on their learning is reduced as much as possible so that they access the curriculum to the best of their ability as evidenced through Pupil Progress Meetings
<b>D.</b>	The school's attendance target is met by all pupils so that optimum learning opportunities are accessed.	All pupils attend school for at least 98.4% of the school year and arrive at school by 8.50am ready to learn.
<b>E.</b>	There is an increase in parental engagement	Pupils are well-supported out of school and have the same opportunities as their peers as a result

4. Planned expenditure					
Academic year	2017 - 2018				
The three headings below enable schools to demonstrate how they are using the Pupil Premium 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?
Pupils are positive and demonstrate a responsible, questioning attitude towards learning	Use of Learning Conversations to ensure class teachers have timetabled sessions to talk to their PPG pupils about their learning and amend their planning / teaching as appropriate Learning Partners work to ensure teachers work in supportive partnerships to plan lessons and observe the impact their planning has on pupils' learning behaviours and amend as necessary. Booster groups both before and during school time to focus exclusively on a small number of learners, to support lower attaining learners or those who are falling behind, or as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	<p>NfER Research <i>Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice</i> states that two of the most effective strategies are paired or group teaching and improving feedback between teachers and pupils.</p> <p>Supporting the attainment of disadvantaged pupils, Briefing for school leaders, November 2015 (OFSTED), says, '<b>They (schools) ensure that teaching assistants (TAs) are well trained in supporting pupils' learning as well as in specific learning interventions, so TAs can provide effective support to individual pupils or small groups. They also ensure strong teamwork between teachers and support staff</b>'.</p>	<p>Use of Myself as a Learner Scale with older learners to assess a change in attitude to learning. Discussions during Learning Conversations and evidence from pupils' books of greater engagement and therefore progress.</p> <p>Baseline assessments from before and after booster groups demonstrate pupil progress at an accelerated rate.</p> <p>All of this will be demonstrated through discussions at Pupil Progress Meetings where attainment, progress and effective support will be discussed.</p>	HT (IB) SENCO (JM) PPG teacher (CK)  £34254	July 2018

Speech and Language skills are at least in line with the national average by the end of KS1	<p>Continuation of speech and language support in EYFS by Elklan trained staff.</p> <p>TalkBoost KS1 training for Y1 teacher and TA to continue speech and language support for any identified pupils.</p>	<p>Children starting school with speech, language and communication needs (SLCN) may struggle with any aspect of speech, language and communication. A child who struggles to speak will often struggle to read and write. This issue can be compounded if children are exposed to teaching of reading and written language before their spoken language skills are developed enough to access this teaching.</p> <p>Almost all children with language or communication difficulties need support with some aspect of learning to read or write. Without the right help, between 50% and 90% of children with a persistent language difficulty will go on to have reading difficulties 10% of all children have SLCN. These children have long-term, complex or more persistent needs as a result of either a specific impairment or as a consequence of another disability or special educational need. Many of these children will need a wave 3 intervention; a personalised approach to support their learning and development of speech, language and communication skills. In a study of TalkBoost 80% of children reached expected levels in their ability to talk in sentences and no longer need extra help." 2. Over double the number of children no longer needing help to talk in sentences than before Talk Boost KS1" 3. 85% of children reached expected levels in understanding and using vocabulary meaning that they no longer need extra help (compared with 39% before)" 4. The number of children reaching expected levels in their ability to understand and use vocabulary more than doubled, skills vital for academic</p>	Baseline assessments from before and after the programme demonstrate increasingly age appropriate speech and language skills and increased progress showing more effective access to the curriculum.	<p>SENCO (JM)</p> <p>Y1 CT (BB)</p> <p>Y1 TA (YP)</p> <p>£1000</p>	July 2018
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		<p>progress" 5. Nearly half the children were at expected levels in their ability to tell someone what has happened. Before Talk Boost KS1 this figure was only 6%. 6. Nearly six times as many children reached expected levels in their ability to understand and tell stories, meaning they no longer needed extra help. After July 2017: % of children working at expected level before and after Talk Boost KS1 % of pupils More than three quarters of children no longer needed help understanding language, as they had reached expected levels." More than 5 years later children were still making the same amounts of progress.</p> <p>OFSTED (Are you ready? document) states that high-quality early education is crucial in countering the effects of socio-economic disadvantage. Effective early years providers quickly identify children's starting points and use discrete adult-led teaching sessions as part of a range of provision to accelerate progress.</p> <p>Children do not make rapid enough progress because far too many settings pass on unreliable assessments. Too often, time is lost through unreliable and inaccurate assessment, time that cannot be regained. This is partly because there is no nationally set baseline which defines school readiness. We found several examples of settings working together to share information, complete joint training and improve the consistency of assessment for the most vulnerable children.</p>	Children enter EYFS school-ready and therefore able to access the curriculum immediately	EYFS lead (HT)	September 2018
<b>Total budgeted cost</b>					£35254

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	When will you review implementation?
Pupils' emotional needs are recognised and responded to in a timely and appropriate way so that the impact they have on learning is reduced as much as possible.	Along with the Pastoral Care Officer, who is available to sort out any daily difficulties, the school employs two school-based mentors and a trained BACP registered counsellor, who works on a one to one basis or with groups of pupils, depending on need. Referrals are made to EWMHS or Kids Inspire if necessary. Pupils are included in extra-curricular activities as appropriate to ensure they feel as included in the life of the school as their peers and are given equal opportunities to participate and develop their talents accordingly.	NfER Research <i>Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice</i> says, ' <b>Most successful schools understood the link between behaviour ... and emotional support, and had put extensive social and emotional support strategies in place including strong links with mental health services</b> '.	Monitoring of pupils identified in need of support not just by their attainment (and therefore ability to access the curriculum) but by decreased entries in behaviour logs, completion of self-reflective questionnaires before and after intervention etc.	SENCO (JM)  £840  £606  £1776	July 2018
That all pupils attend school at least 98.4% of the school year and arrive at school by 8.50am ready to learn.	A Pastoral Care Officer is employed who telephones any parent whose child is absent from school without a known, valid reason. If necessary, the Pastoral Care Officer and another member of staff will make a home visit in order to bring a pupil to school.	NfER Research <i>Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice</i> says, ' <b>Most successful schools had designated staff to offer pastoral support and had employed strategies to ensure children attended school in the event of absence, funding or sending out transport, and working with families</b> '	Attendance meetings are held on a regular basis between the Pastoral Care Officer and the head teacher. Attendance figures are published regularly and discussed with FGB. Certificates and cup awarded on termly basis.	HT (IB) PCO (TM)	July 2018
Total budgeted cost					£3222

ii. 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	When will you review implementation?
Parental engagement increases so that pupils are well-supported out of school and have the same opportunities as their peers as a result	Pastoral Care Officer on playground developing positive relationships with parents; open door policy; home visits by EYFS teacher and PCO prior to children starting school; Welcome Wednesdays; Remain and Read sessions; story sacks to take home in EYFS; new format homework to encourage greater motivation and access of homework activities. Continue to fund extra-curricular clubs, school trips (included extended visits) thus ensuring PP pupils are not disadvantaged due to low parental income.	The Education Endowment Foundation states that parental involvement is consistently associated with pupils' success at school. By encouraging positive links with parents, particularly as their children start school, and nurturing supportive relationships through the employment of a Pastoral Care Officer and an open door policy, so that parents are welcome at any time to discuss concerns, it is hoped that parents will see school as a welcoming environment which aims to support them as well as their children.	Ensure all events involving parents are well-planned; that parents are informed well in advance and that they take place at times which will be accessible to most parents. Note names of parents who do not attend and seek to encourage their attendance through one to one contact by PCO or CT. Encourage grandparents to attend if parents are unable. PCO to contact parents re: clubs, trips etc to discuss funding of such opportunities.	HT (IB) PCO (TM)	July 2018
<b>Total budgeted cost</b>					£3826

5. Review of expenditure 2016 - 2017				
Previous Academic Year				
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
Children develop effective learning behaviours so that they are more resilient and take greater ownership of their learning	Growth mind set approach	Children are now increasingly effective at verbalising growth mind set ideals and concepts but some still struggle emotionally to put them into practice.	This will continue within both classrooms and the whole school until further embedded	£15450 £750
Children make at least expected, if not good, progress.	Wave one quality first teaching, differentiated appropriately with adult (teacher and teaching assistant) support.	Average points progress made by PPG pupils last academic year (where 6 points is expected progress) Reading: Y1 = 5 Y2 = 5.8 Y3 = 6.3 Y4 = 4.6 (5.25 with one extreme vulnerable removed) Y5 = 5.8 Y6 = 7.4 Writing: Y1 = 4.9 Y2 = 5.7 Y3 = 6.3 Y4 = 5.9 (7.4 with one extreme vulnerable removed) Y5 = 5.3 Y6 = 6.9 Maths: Y1 = 5 Y2 = 5.8 Y3 = 6.3 Y4 = 6 (6.75 with one extreme vulnerable removed) Y5 = 5.6 Y6 = 5.9	Children identified as not having made at least expected progress have been identified and possible causes ascertained, e.g. bereavement, and measures put in place, e.g. counselling, to support.	£2850 £750



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
Children manage their anxieties appropriately and resolve difficulties in a socially appropriate way. Staff are confident when managing socio-emotional needs of children, including those demonstrating high levels of anxiety and anger, sometimes in the form of physical aggression.	<p>Use of mentoring, counselling and wellbeing groups.</p> <p>Establishment of Lego club</p> <p>Restraint training</p>	<p>As shown from behaviour logs, class drop-ins and one to one feedback, children have become increasingly emotionally stable, benefitting either from the ongoing support of a mentor or from bespoke counselling or wellbeing groups. This has also benefitted some non-PPG pupils too. Staff are aware of attachment issues and how they might affect pupils and have a range of strategies to support pupils as necessary.</p> <p>Lego© Club's structured format has benefited a range of pupils who have been helped to develop their communication skills and social appropriateness.</p> <p>Restraint training has given staff a range of strategies to use although a further level of training may be necessary for specific challenges.</p>	<p>This will continue due to its positive impact on both the emotional wellbeing and, as a result, increased access to the curriculum.</p> <p>This will be continued.</p> <p>This has given staff the confidence and the skills to manage pupils as necessary and will need to be reviewed as staff (and pupils) change.</p>	£17533
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
Improved oral language skills in EYFS	TAs qualified in Elklan Training have implemented and strategies used. The welcome Speech and Language Toolkit to identify need and assess progress.	Although speech and language skills have been supported through this approach there is an ongoing need as pupils move into KS1.	Additional ongoing support is needed to continue to build on this into KS1. While speech and language support will need to continue in EYFS where there are above average numbers of Sp & L referrals, training will now be put in place for Y1.	£1467

Children participate in any extra-curricular activities they choose and take part in residential trips as available	Parents are contacted should their child express an interest or show a talent in a particular area supported by an extra-curricular club or by individual music tuition. All PPG pupils in Year 6 are funded for their trip to Mersea and in all year groups for school trips and visits.			£1250
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6. Additional detail