

## BOUGHTON PRIMARY SCHOOL: PUPIL PREMIUM STRATEGY 2016 - 17

1. Summary information					
<b>School</b>	BOUGHTON PRIMARY SCHOOL				
<b>Academic Year</b>	2016-17	<b>Total PP budget</b> (funding for 6 pupils at start of year)	14600	<b>Date of most recent PP Review</b>	Ofsted March 2017
<b>Total number of pupils</b>	186	<b>Number of pupils eligible for PP</b>	7	<b>Date for next internal review of this strategy</b>	Sept 17

2. Current attainment		
	7 pupils; each pupil = 14%	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving ARE or above in reading, writing &amp; maths</b>	<b>72%</b>	<i>tbc</i>
<b>% making at least good progress in reading (or equivalent)</b>	<b>86%</b>	92%
<b>% making at least good progress in writing (or equivalent)</b>	<b>86%</b>	95%
<b>% making at least good progress in maths (or equivalent)</b>	<b>86%</b>	91%

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>	Ongoing investigations by EP into learning needs, possible dyslexia – difficulties with developing reading/writing/spelling skills.	
<b>B.</b>		
<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; significant medical needs in family	
4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Each pupil to make at least GOOD 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?
Improve flow, fluency and stamina in writing,	Kinetic Letters – whole staff training and resources, plus intervention work by identified staff	Progress and attainment in writing overall will impact upon our combined outcomes for KS2 SATS and will also have some impact upon the pupils' progress in reading which has been identified as a declining trend.	Observations term 5 Book browse term 6	MJ	July 2017
Improve quality and content of writing	Talk for Writing – whole staff training and resources, plus intervention work by identified staff		Observations term 5 Book browse term 6	LV, NH	July 2017
<b>Total budgeted cost</b>					£5400

**i. 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?
Reduce attainment gap between school's disadvantaged pupils and others nationally by 10%	Careful use of data analysis using NC objectives and standardised testing to identify pupils' needs and ensure support by teachers and TAs is appropriately targeted.	Quality First Teaching is proven to have the biggest impact on pupil outcomes. This includes using assessment data to clarify pupils' needs and adjust teaching accordingly. Additional adult support can then be used to ensure we are diminishing the difference.	SLT data scrutiny termly. KS meetings 2x termly to follow up learning/achievement issues shown by the data.	MJ, LV, JS	July 2017
Improve progress data for pupils esp in reading					July 2017
<b>Total budgeted cost</b>					£5400

<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 helps to diminish the difference in progress and attainment.	Pupil interviews after the residential to ascertain the impact of going on the trip.	MJ	July 17
Whole school approach to social, emotional and mental health needs, ensuring that all basic needs are well-met to maximise pupil progress.	Introduce 3D PSHE Link whole school Behaviour Promise and Values-based education	Pupils life experiences (see external barriers) can create barriers to learning; having an understanding of these and a whole school approach maximises pupils' chances to reach their full potential.	Pupil and parent questionnaires Observation of pupils' behaviour (including behaviour for learning)	RdP (PSHE) MJ (HEAD)	July 17
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 strengthens the case if applying for additional High Needs funding for a pupil.	MJ attend meetings with EP, two fold purpose: <ul style="list-style-type: none"> <li>- Ensure that recommendations are followed by school</li> <li>- Ensure best value</li> </ul>	NH (SENCO) MJ (HEAD)	July 17
<b>Total budgeted cost</b>					<b>£3800</b>