

Boxgrove CofE Primary Pupil Premium statement 2018-2019

| 1. Summary information | | | | | |
|------------------------|--------------------------------|----------------------------------|-----------------------------------|--|----------------|
| School | Boxgrove C of E Primary School | | | | |
| Academic Year | 2018-2019 | Total PP budget | £17,760 | Date of most recent PP Review | March 2019 |
| Total number of pupils | 75 | Number of pupils eligible for PP | 15 (including 2 service children) | Date for next internal review of this strategy | September 2019 |

2. 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. | Lack of financial ability to access particular extracurricular activities to enhance social interaction and well being |
| B. | Social and emotional needs stemming from personal life experiences e.g PLAC or having additional special needs |

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

| | |
|----|--|
| C. | Inability to access CAMHS services effectively due to high demand locally. |
| D. | Poor attendance due to factors such as ill health and medical appointments |

3. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|----|---|---|
| A. | Children to be able to access clubs, school trips and residential in order to be equal with their peers | All children to develop good social connections with their peers and develop skills for life e.g positive self-esteem image |
| B. | Children to achieve expected progress in core subjects | Children make expected progress. |
| C. | Children to have access to emotional support and counselling as needed. | Children to overcome emotional anxieties and achieve their full potential academically and socially |
| D. | Children in school | Attendance at 95% + |

| 4. Planned expenditure | | | | | |
|--|--|---|---|------------|--------------------------------------|
| Academic year | 2018-2019 | | | | |
| 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? |
| Improved staff expertise | In house training (supported by attendance by staff on specific courses) e.g Maths co-ordinator to work with Y3/4 teachers to upskill them in targeting support as needed and TA's to observe good teaching to mirror approach when working with named children Staff attend locality CPD on core curriculum subjects | Important that all staff in school have appropriate training and that all staff are "upskilled" as needed to support children in their learning | Reviewed by class teachers/head/govs at termly monitoring meetings Class observations | HT/SENDco | Termly to Full Governing Body |
| Children accessing Pupil Premium to achieve expected progress | Personal teacher tuition either 1:1 or small group to "close the gaps" | Children work better with familiar well trained staff | KS1 maths teaching 4 lessons a week Use teachers to teach PPG children maths/English skills to close the gap Employ a PPG TA to support children in class | HT/SENDco | Termly |
| Total budgeted cost | | | | | £14,000 |
| 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? |

| | | | | | |
|---|--|--|--|--------------------|----------------------|
| Children to develop their social skills, encourage good mental well-being | Pay for named children to participate in particular clubs e.g drama and pay educational visit costs so parents are not burdened to pay more. | Drama in particular is known to support children in developing social skills Paying for visits/residential does not burden families who can then feed and clothe their children | Re. drama club speak to club leaders re. participation and involvement + watch end of term performance Visit letters will state "just return slip" school to meet costs from PP monies | Head Bursar | Termly Termly |
| Children's attendance in school to be at 95%+ | Liaise with named families re. attendance and use Pupil Entitlement Officer if needed | Evidence shows that children with 95% attendance throughout their school life are likely to achieve 5 GCSE passes | Send attendance updates to all school families and act accordingly with anyone in receipt of an amber or red letter | Head | Half termly |
| Total budgeted cost | | | | | £1,260 |

| 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 | When will you review implementation? |
| Children accessing Pupil Premium to have access to counselling as needed | Your Space Counsellor to be used to give support through weekly sessions | 4 children in school have social and emotional difficulties and need access to counselling which is unavailable through CAMHS | Trained counsellor from Your Space Counselling services will keep confidential notes of her work with the children and liaise with the Headteacher and parents/carers to monitor effectiveness. | HT | Termly in conversation with the counsellors + FGB informed of input |
| Total budgeted cost | | | | | £2,500 |

| Review 2017/2018 | | | | |
|---|---|--|---|--|
| Previous Academic Year | | 2017 to 2018 | | |
| 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) | |
| Improved staff skills Children accessing Pupil Premium to achieve expected progress | Training to be given to staff both in house and through local training available In class support and targeted interventions | We have continued to train staff in key areas for children with special needs. e.g. attachment , speech and language, behaviour management , All children made progress from their starting points | Continued staff development ensures awareness and that skills are kept up to date Continued CPD programme needed Ensure tacking documentation is kept up to date and information acted upon | |
| 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) | |
| Children to be able to access clubs, school trips and residential in order to be equal with their peers | Pay for PP children to attend specific school clubs Pay for school trips and residential trips | Children on PP regarded as equal to other children and allowed to develop their skills in areas of personal interest. | Measurable as pupils were able to access residential/trips the same as their peers. Parents expressed thanks for the support Children feel equal to others | |
| 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) | |
| Children accessing Pupil Premium to have access to counselling as needed | Your Space Counsellor to be used to give support through weekly sessions | Soft data only available but families talk about positive impact. Counsellor noted shift in thinking and approach. | More children could benefit but only have availability for 4 children currently. | |