

Pupil Premium strategy statement

Summary information					
School	Boxgrove Primary				
Academic Year	16/17	Total PP budget	£241,520	Date of most recent PP review	N/A
Total number of pupils	451	Number of pupils eligible	102	Date for next internal review	July 17

Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving Age related expectations or above in reading, writing and maths	41%	60%
% making progress in reading	63%	71%
% making progress in writing	100%	79%
% making progress in maths	74%	75%

Barriers to future attainment
In school barriers (issues to be addressed)
1. Emotional needs of pupils with PP across the school present a barrier to learning
2. Higher proportions of pupils eligible for PP across the school require additional agency support to help overcome barriers to learning
3. Prior middle ability pupils eligible for PP are making less progress in SPAG
4. High ability pupils eligible for PP are making less progress in reading and maths
5. Behavioural issues for a small group of pupils eligible for PP are having a detrimental effect on their academic progress and that of their peers
External barriers (issues which also require action outside of school)
6. Attendance rates for pupils eligible for PP are 1.7% lower than the rest of the school and 1% off the target (96%). This causes them to fall behind on average

Desired outcomes	
Desired outcomes and how they will be measured	Success criteria
1. Emotional needs of pupils eligible for PP addressed	Additional counselling and learning mentor support made available to pupils eligible for PP
2. More agency support utilised for pupils eligible for PP	Additional SALT, CAMhs, EP, STEPs, ASD team support deployed to pupils eligible for PP
3. Improve progress rates for pupils eligible for PP in SPAG	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils across KS2
4. Improve progress rates for high attaining pupils eligible for PP	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils across KS2
5. Behavioural issues supported	Fewer incidents recorded for these pupils
6. Increased attendance rates for pupils eligible for PP	Reduce the number of unauthorised absence in order that it comes in line with 'other' pupils

Planned expenditure					
Academic year	2016/17				
Quality of teaching for all					
Desired outcome	Action / approach	What is the evidence / rationale for this choice	How will you ensure it is well implemented	Staff lead	Review date
3. Improve progress rates for pupils eligible for PP in SPAG 2. More agency support utilised for pupils eligible for PP	Staff training in SPAG in KS2	EEF toolkit reports high quality feedback has high impact on learning	Feedback from staff on training, regularly moderated attainment and progress checks throughout the year	English leader	Spring 2017
	Staff training in individual plans incorporating advice from agencies	High quality advice from experienced specialists help inform teachers practice		Senco	Spring 2017
4. Improve progress rates for high attaining pupils eligible for PP	Careful monitoring and support from English leader (planning, books and lessons)	High quality leadership improves outcomes for pupils	Regularly moderated attainment and progress checks throughout the year	English leader	July 2017
4. Improve progress rates for high attaining pupils eligible for PP	New data tracking system utilised	Improved tracking system will ensure information on more able pupils is consistently tracked	Regularly moderated attainment and progress checks throughout the year – with progress meetings with staff to advise and share best practise.	EHT	April 2017
5. Behavioural issues supported	Improved recording system for all staff to drill down on triggers	Improved tracking system will ensure information on pupils is consistently tracked to explore triggers	Regularly SLT analysis of the data and approaches as appropriate	Behaviour leader	April 2017
Total budgeted cost					£60,000
Targeted support					
Desired outcome	Action / approach	What is the evidence / rationale for this choice	How will you ensure it is well implemented	Staff lead	Review date
1. Emotional needs of pupils eligible for PP addressed	Purchase more counselling in a school based model	EEF social and emotional learning evidence	Rigorous performance management and supervision provided for school based counsellor	EHT	July 2017
2. More agency support utilised	Purchase additional support from SALT,	High quality advice from experienced specialists	Ensure service is provided in a timely manner from	EHT	April 2017

for pupils eligible for PP	CAMhs, EP and STEPs teams	help inform teachers practice	agencies utilised. Senco planning meetings, Early help meetings with SLT to establish key priority pupils each term.		
3. Improve progress rates for pupils eligible for PP in SPAG	Set up group booster run by experienced senior leader, releasing leader from other responsibilities	EFF small group tuition	Ensuring SLT is released from some duties to ensure time can be deployed unfailingly. Plan and progress monitoring to ensure swift pace and catch up strategies are utilised.	UKS2 leader	July 2017
4. Improve progress rates for high attaining pupils eligible for PP	Set up group booster run by experienced senior leader, releasing leader from other responsibilities	EFF small group tuition	Ensuring SLT is released from some duties to ensure time can be deployed unfailingly. Plan and progress monitoring to ensure swift pace and catch up strategies are utilised.	UKS2 leader	July 2017
5. Behavioural issues supported	Provide 121 support alongside key interventions and internal exclusion procedures managed by senior staff	EFF use of teaching assistants / individual instruction	SLT to deploy carefully to ensure needs are best met through staff skill base. Behaviour plans employed and regularly reviewed to ensure progress. Parents informed and kept up to date	HOS	July 2017
Total budgeted cost					£156,520
Other approaches					
Desired outcome	Action / approach	What is the evidence / rationale for this choice	How will you ensure it is well implemented	Staff lead	Review date
1. Emotional needs of pupils eligible for PP addressed	Milk offered/ some uniform offered	Children need appropriate sustenance and to feel a pride in themselves in order to	Phase leaders to ensure milk is delivered correctly. SBM to ensure registers and payments are	SBM	April 2017

		function fully in the school day	connected.		
4. Improve progress rates for high attaining pupils eligible for PP	Additional high level homework and consider for Easter school places	EFF home work in primary evidence	Homework diaries deployed and managed by class teachers, overseen by phase leaders and checked up in monitoring from SLT	UKS2 leader	July 2017
5. Behavioural issues supported	Involve parents and offer parenting support programme Additional support available during playtimes	EFF parental involvement evidence Unstructured times can cause flash points for pupils struggling to sustain appropriate behaviour	Direct key parents to courses and use early help models to ensure up take. SLT to deploy staff carefully to ensure needs are best met through staff skill base. Behaviour plans employed and regularly reviewed to ensure progress. Parents informed and kept up to date	SENCO	April 2017
6. Increased attendance rates for pupils eligible for PP	Senior leader to monitor attendance with consistent measures, rewards in school and regular meetings with parents. Offer financial support for breakfast club. Offer parenting support programme	EFF parental involvement evidence Requires a high level leader to be able to make flexible personalised support offers and hold firmly to account	Fortnightly monitoring by school based senior leader to ensure poor attendance can be prevented and existing poor attendance is challenged / supported as required swiftly. Liaison with LA AAO	HOS	April 2017
				Total budgeted cost	£25,000

Previous expenditure					
Academic year	2015/16				
Quality of teaching for all					
Desired outcome	Action / approach	Estimated impact	Lesson learned		Cost
Total budgeted cost					
Targeted support					
Desired outcome	Action / approach	Estimated impact	Lesson learned	Cost	Review date
Total budgeted cost					
Other approaches					
Desired outcome	Action / approach	Estimated impact	Lesson learned	Cost	Review date
Total budgeted cost					
Additional detail					

FEBRUARY 2017