



Boundary Primary School - Pupil Premium strategy statement 2019-2022

1. Summary information					
School	Boundary Primary School				
Academic Year	19-20	Total PP budget	£341, 500	Date of most recent PP Review	2015 Ofsted 2017 Research school training 2020
Total number of pupils	417	Number of pupils eligible for PP	264 spring	Date for next internal review of this strategy	July 20

2. Current attainment		
See pupil premium impact data & whole school data analysis		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Low baseline in oral communication, language and Literacy. Impact on Reading and Writing ELG and overall GLD. Impact on gap in writing progress.
B.	Further improve the quality of teaching and learning – impact on those eligible for pupil premium.
C.	Pupil mental health / Growth Mind-set / Resilience
External barriers	
D.	Limited experiences beyond immediate environment.

4. Desired outcomes		
	<i>Success criteria</i>	<i>Desired outcomes and how they will be measured</i>
A.	Increased communication skills in EYFS impacting on early reading and writing.	Increased GLD. Maintain no gap between Pupil Premium and 'all' data. ELG scores in Reading and Writing increase, Intervention data
B.	Reduced gap in pupil premium and national non pupil premium attainment in writing progress	Progress gap reduced – End of KS2 data in writing progress
C.	Mental wellbeing, resilience, learning behaviour, pro-active behaviour support and pastoral support ensures good learning.	Behavioural, pastoral, mental health concerns addressed. Pupils 'ready to learn'. Wellbeing surveys, academic shows no gap, pupil voice
D.	Experiences provided improve cultural capital language and communication.	All pupils experience visitors and visits. Children are able to talk about their experiences. Pupil voice and extra curricular data.

5. Planned expenditure					
Academic year	2019-2020				
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?
<p>A Increased communication skills in EYFS impacting on early reading and writing.</p>	<p>1-Wellcomm assessment used to identify communication / language baselines and to measure progress made 2- Wellcomm intervention used to improve communication / language / vocabulary in EYFS 3- Overstaffing in EYFS to increase communication modelling and dialogue 4 – CPL (Continued Professional Learning) programme to focus on communication interventions (Wellcomm, Talkboost, SP&L therapy) and early reading. (teachers and TAs) 5- Indoor and outdoor EYFS provision consistently good including language rich teaching & learning and quality resources e.g. Dazzle packs for Rhyme</p>	<p>Evidence collected on entry to Reception at Boundary last year identified 73% arrived below age expected level. Detailed research into appropriate assessment and intervention tools. Evidence based upon last year trial with Speech and language therapist. Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress. EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. EEF guidance reports on Preparing for Literacy (EYFS) and Improving Literacy KS1. Continuing Professional Learning evidence from TDT Gold audit.</p>	<p>Resources purchase and training given by experienced trainer for interventions.</p> <p>Implementation of new initiatives in line with EEF Implementation Guidance.</p> <p>DHT and SENCo oversight / monitoring and data collection of intervention.</p> <p>Additional staffing funded to support communication / language interventions in EYFS as well as spending time communicating with children in environment.</p> <p>CPL: Phase Leader and DHT monitoring EYFS cluster discussions and moderations. Continued professional learning for staff each week via staff meetings, phase meetings and joined PPA.</p> <p>Research Lead and ELE to keep up to date with research and provide CPL to staff.</p>	<p>SENCo / DHT</p> <p>Phase Leader</p> <p>DHT / ELE</p>	<p>Regular pre and post interventions of assessment of children. End of academic year data for ELGs and Wellcomm</p> <p>Half termly / Termly reviews at Pupil Progress Meetings</p> <p>In line with SIP milestones EYFS T &L observation EYFS data collection</p>

<p>C Pupils 'ready to learn'. Mental wellbeing, behaviour, pastoral concerns do not limit learning</p>	<p>1. Learning Behaviour Rules alongside Boundary Always Promises reviewed 2. Growth mind-set work and Headstart resilience work (academic resilience approach) embedded across school. 3. Mental health / wellbeing training for staff and Mental Health policy developed 4. Mental health awareness work with pupils 5. Strong pastoral systems and resources including:</p> <ul style="list-style-type: none"> • Engagement officer • Pastoral Lead / DSO • Safeguarding Officer / mental health lead / Attendance officer <p>6. School based facilitation of Early Help Plans</p>	<p>EEF toolkit evidence and research re metacognition and Self regulation strategies (+ 7 months)</p> <p>Headstart resilience year three school evidence and Boing Boing approach evidenced by Angie Hart (Brighton University)</p> <p>Many CAMHS referrals not meeting selection criteria and increasing amount of concerns re children's mental health – approaches in school identified.</p> <p>Chosen approach by safeguarding board for Early Help Plans – run by school staff to be relational with parents / carers</p> <p>Attendance strategy – First day absence calls, letters home, late gates.</p> <p>Series of parent / carer workshops on resilience and mental health</p>	<p>Staff dedicated to proactive behaviour systems in school overseen by headteacher.</p> <p>Release for staff to oversee and continue work alongside headstart Behaviour support systems</p> <p>Supervision systems for safeguarding pastoral and SEN staff including school Multi- Disciplinary Team meetings held every three weeks.</p> <p>Mental health awareness training across all staff. Identified staff member Mental Health First Aider.</p>	<p>HT/ DHT</p> <p>DSL</p> <p>Phase Leaders</p>	<p>Half Termly</p>
<p>D Experiences provided improve language, imagination and communication.</p>	<p>1. Visits and Visitors plan for the academic year across school in planning overviews. 2. Funding supported – minibus, Local attraction passes, subsidised visits and Forest school sessions Wide range of extra curricular activities free of charge and available to all – funding to pay for staff delivery.</p>	<p>Limited experiences beyond immediate environment for many pupils. In school evidence of lack of experiences impacting on language deprivation and comprehension alongside aspirations.</p>	<p>Educational Visits Coordinator monitoring Visit have lesson plans and evaluations and are integral to year group curriculum</p>	<p>Phase Leaders / EVC</p>	<p>Each visit reviewed, overview of year in July 19</p>
Total budgeted cost					<p>£135, 280</p>

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?
Increased communication skills in EYFS impacting on early reading and writing.	1, Speech and language therapy 2, Target group work in Nursery and Reception using Wellcomm 3, Talk Boost used into KS1	Individual / small group therapy and targets for those identified by medical need Use trained Wellcomm and Talk Boost staff member for targeted small group intervention	SENCo oversight and caseload progress reviews Phase Leader oversight and data reviewed in pupil progress meetings half termly.	SENCo Phase Leader	Termly SENCO reviews Half Termly data / pupil progress reviews
Reduced gap in pupil premium and non pupil premium Progress	1. Intervention groups led by HLTAs / teachers 2. Greater Depth identified in Marking and Feedback & in Pupil Progress Meeting targets 3. SENCo release to target assessment and support for those eligible for PP who are identified as having SEN 4. Additional Educational Psychology service purchase when required to support strategies	Additional HLTA / teacher hours to support progress gaps (EEF evidence plus 3 months / 4 months) Precision teaching aimed at lowest 20% academically Non phonics pass Y2 children targeted support! TAs funded to enable timely interventions can take place in focus manner.	Phase Leader monitoring – weekly phase Leader meeting with DHTs Impact reviewed at pupil progress meetings HLTA reduced cover timetable to enable consistent intervention sessions	Class teachers Phase Leaders DHTs	Half Termly
Pupils 'ready to learn'. Mental wellbeing, behaviour, pastoral concerns do not limit learning.	Behaviour Mentor, Engagement Officers, Counsellors, Pastoral Manager, Art therapist, DSL team, Resilience coaches, Mental health policy and individual risk assessments in place	Targeted support available as and when needed e.g. Mental Health Risk assessment and Plans Behaviour intervention (EEF plus 3months) EEF social and emotional learning plus 4 months	Engagement support and behaviour support referral process and in school oversight	HT / DHTs	Half Termly
Total budgeted cost					£206, 220

6. Review of expenditure

Previous Academic Year

See impact data analysis.

7. Additional detail