



Boundary Primary School - Pupil premium strategy statement

1. Summary information					
School	Boundary Primary School				
Academic Year	20-21	Total PP budget	£362, 080 (£341, 500 19-20)	Date of most recent PP Review	Ofsted 2017
Total number of pupils	387	Number of pupils eligible for PP	262 (68%)	Date for next internal review of this strategy	July 21
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.			ELG scores in Reading and Writing. Increased GLD. Maintain no gap between Pupil Premium and 'all' data.	
B.	Reduced gap in pupil premium and national non pupil premium attainment in writing progress			Progress gap reduced	
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'. Data shows no gap.	
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

2020-2021

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- Indoor and outdoor provision consistently good including language rich Teaching (including interventions), learning and quality resources e.g. Dazzle packs for Rhyme</p>	<p>Detailed research into appropriate assessment and intervention tools. Evidence based upon last year trail 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.</p>	<p>Resources purchase and training given by experienced SENCo. DHT and SENCo oversight / monitoring. Additional staffing funded to support communication / language interventions in EYFS. Phase Leader and DHT monitoring EYFS cluster discussions and moderations. Continued professional learning for staff.</p>	<p>SENCo / DHT Phase Leader</p>	<p>Regular Post interventions of assessment of children. End of academic year data for ELGs and Wellcomm In line with SIP milestones EYFS T & L observation EYFS data collection</p>
<p>B Quality of T&L including - reduced gap in pupil premium and non pupil premium progress</p>	<p>Half termly data monitoring and progress discussions Quality of T&L observations Learning quads teacher CPL Programme – Boundary Bundle HLTA/ teacher intervention groups as identified Quality marking & feedback</p>	<p>Identification of good progress, any underperformance and targeting of Greater Depth / exceeding. EEF evidence of best practice - Reading Comprehension Strategies (Average impact +5 months), Oral Language development (Average impact +5 months), Social and Emotional Development (Average impact +4 months) and Small Group Work (Average impact +4 months).</p>	<p>Phase Leader / DHT data checks / HT pupil progress meetings</p>	<p>HT / DHT</p>	<p>Half Termly</p>

<p>C Pupils 'ready to learn'. Mental wellbeing, behaviour, pastoral concerns do not limit learning</p>	<p>Learning Behaviour Rules alongside Boundary Always Promises</p> <p>Growth mind-set work</p> <p>Headstart resilience work</p> <p>Mental health / wellbeing training</p> <p>Mental Health policy</p>	<p>EEF evidence and research re metacognition and Self regulation strategies (+ 7 months)</p> <p>Headstart year three school evidence</p> <p>Boing Boing approach evidenced</p> <p>Chosen approach by safeguarding board</p> <p>% CAMHS referrals not meeting selection criteria</p>	<p>Staff professional development and integral to Teaching & Learning observations</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</p> <p>Mental health risk assessment and support meetings</p>	<p>HT/ DHT Phase Leaders</p>	<p>Half Termly</p>
<p>D Experiences provided improve language, imagination and communication.</p>	<p>Visits and Visitors plans for the academic year across school in planning overviews. Funding supported – minibus, Local attraction passes, subsidised visits and release for teacher to carry out Forest school sessions</p>	<p>Limited experiences beyond immediate environment for many pupils.</p>	<p>Educational Visits Coordinator monitoring, Visit have lesson plans and evaluations and have to be integral to year group curriculum</p>	<p>Phase Leaders / EVC</p>	<p>Each visit reviewed, overview of year</p>
Total budgeted cost					<p>£155, 860</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>Increased communication skills in EYFS impacting on early reading and writing.</p>	<p>1, Speech and language therapy</p> <p>2, Target group work in Nursery and Reception using Wellcomm</p> <p>3, Talk Boost used into KS1</p>	<p>Individual / small group therapy and targets for those identified by medical need</p> <p>Use trained Wellcomm and Talk Boost staff member for targeted small group intervention</p>	<p>SENCo oversight and caseload progress reviews</p> <p>Phase Leader oversight and data reviewed in pupil progress meetings half termly.</p>	<p>SENCo</p> <p>Phase Leader</p>	<p>Termly SENCO reviews</p> <p>Half Termly data / pupil progress reviews</p>

Reduced gap in pupil premium and non pupil premium attainment in Progress	<p>Intervention groups led by HLTAs / teachers</p> <p>Greater Depth identified in Marking and Feedback & in Pupil Progress Meeting targets</p> <p>SENCo release to target assessment and support for those eligible for PP who are identified as having SEN</p> <p>Additional Educational Psychology service purchase when required to support strategies</p>	<p>HLTA reduced cover timetable to enable consistent intervention sessions</p> <p>Additional HLTA / teacher hours to support progress gaps (EEF evidence plus 3 months / 4 months)</p>	<p>Phase Leader monitoring – weekly phase Leader meeting with DHTs</p> <p>Impact reviewed at pupil progress meetings</p>	<p>Class teachers</p> <p>Phase Leaders</p> <p>DHTs</p>	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. 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

Covid 19 data impacted – PP ongoing 3 year plan

7. Additional detail

Further details of interventions (plans and impact) can be found in Pupil Progress Meeting Minutes / Plans and O track group data.