

Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	Bosham Primary School				
Academic Year	2020-2021	Total PP budget	£19,966(includes £2,501 carry forward from 2019-2020)	Date of most recent PP Review	06/10/20
Total number of pupils	210	Number of pupils eligible for PP	14 (including 6 services children and 1 previously LAC)	Date for next internal review of this strategy	December 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school average – no national available)</i>
% achieving expected standard or above in reading, writing & maths	64% Year 6 75%	77% Year 6 96%
% making expected progress in reading (as measured in the school)	71% Year 6 75%	85% Year 6 96%
% making expected progress in writing (as measured in the school)	65% Year 6 75%	80% Year 6 96%
% making expected progress in mathematics (as measured in the school)	65% Year 6 75%	82% Year 6 96%

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Vocabulary range – a narrower range of impacts on reading comprehension. Writing choices and understanding of subject specific language.	
B.	Reading resilience – ability to sustain an effective reading focus for longer periods and at greater speed, particularly of challenging texts.	
C.	Experiences of using concrete and pictorial from an early age to gain an understanding of key mathematical ideas.	
D.	Self-esteem, emotional resilience – impacts on sustaining challenge and therefore on progress.	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
E.	Family finances – providing breakfast, purchasing uniform, travel to and from school which can affect attendance rates, access to technology for home learning.	
F.	Limited extended opportunities: e.g. learning a musical instrument, participation in charged clubs, visits that broaden horizons and capture interest.	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Gap for attainment in Reading, Writing and Maths is closed between PP and non-PP children.	% increase of PP children in RWM
B.	Improvement in progress of PP children in reading. Children will show greater resilience in reading more challenging texts at speed.	To match the 85% of non pp children meeting in reading
C.	Gap for attainment in mathematics is closed between PP and non-PP children	To match the 82% of non pp children meeting in maths.
D.	Resilience, ability to tackle / sustain challenge and positive self – esteem.	Attendance figures Social emotional support worker time to have positive impact on children’s mental health and therefore on learning.

E.	Equality of extended opportunity for PP – purchase of home learning devices	Monitor engagement of home learning opportunities through use of Seesaw and purchase of home devices.
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5. Review of expenditure	
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Previous Academic Year	2019-2020
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i. Quality of teaching for all	£15513 (£2501 to be carried forward)
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Action	Intended outcome	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)	Cost
Assessment for Learning: Regular, timely and formative feedback/ quality questioning.	Improvement in progress of PP children in reading. Children will show greater resilience in reading more challenging texts at speed.	Termly Pupil Progress meetings ensured that the strategies impact was analysed. Continuation of the VIPERS reading model was used across key stage 2.	Hooked on Books – Jane Considine uses a mixture of the whole class guided reading and group reading approach. Therefore, the Vipers approach will be merged with the Hooked on Books approach next year.	£900
Emphasis on fluency with number and awareness of problem solving strategies.	Gap for attainment in mathematics is closed between PP and non-PP children	The NCETM Spines were used in 3 out of the 7 classes. These developed a deeper understanding of the maths using a mastery approach.	All 7 classes are using the NCETM approach this year.	£900

ii. Targeted support				
Action	Intended outcome	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)	Cost
Employment of a school emotional support worker to work 1:1 with children and sometimes their families on their individual barriers	Resilience, ability to tackle / sustain challenge and positive self – esteem.	The emotional support worker developed strategies with her pupils which they were able to apply to situations to develop their emotional well-being. We had planned to use the emotional support worker for transition with our PP, but they were not in school during the summer term to access this provision.	We will continue with this approach and utilise the CPOMS platform to record observations and strategies so class teachers are fully briefed.	£1375
Additional Teacher support in class (Spring and Summer term)	Gap for attainment in Reading, Writing and Maths is closed between PP and non-PP children.	We didn't manage to use the additional teacher due to other staff redeployment, however, we did employ an additional teaching assistant to run 1:1 interventions. Specialised intensive support (1:1) ensured the vast majority of children at risk of not making the required progress achieved well before the school went into 'Lockdown'.	This will be reviews in December, to see which pupils need intensive support and the types of support needed.	£3861
iii. Other approaches				
Action	Intended outcome	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)	Cost
Breakfast and after school club provided for all FSM children.	Equality of extended opportunity for PP	Pupils needs are met with a calm, nurturing start or end to the day	Continue this approach.	£4832

Support for ensuring finance is not a barrier to equality of opportunity.	High attendance Correct uniform (footwear) provided.	Attendance of two families improved after support from Deputy Head. Children wearing comfortable footwear for school and PE lessons, correct fitting clothing. All Pupil Premium children attended at least one club and all available trips ensuring equality of opportunity.	Continue this approach	£1144
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6. Planned expenditure

Academic year	£19,966
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Regular access to exposure to higher level vocabulary and discussion on the impact the choice of vocabulary has on the reader Purchase Code reading scheme With online support	Improvement in progress of PP children in reading. Children will show greater resilience in reading more challenging texts at speed.	Evidence from previous year and the EEF Toolkit suggests that high quality, timely feedback and quality questioning, are effective ways to improve attainment. Code proven intervention for KS2 readers	Data analysis Pupil Progress Meetings documented in their individual pupil passports. Staff meeting training – Use of the Jane Considine approach to reading – Hooked on Books.	DHT	Termly

Ensuring a mastery approach in mathematics.	Gap for attainment in mathematics is closed between PP and non-PP children	The success of the Singapore maths system is well documented (e.g. PISA rankings). Fluency with number and problem solving strategies are core to the Singapore approach.	Staff meeting training – Use of NCETM Spines Pupil Progress Meetings	Maths Lead – CR	Termly
Total budgeted cost					£3300
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Employment of a school councillor to work 1:1 with children and sometimes their families on their individual barriers to learning.	Resilience, ability to tackle / sustain challenge and positive self – esteem.	Evidence from EEF Toolkit suggests that meta-cognition and self-regulation have consistently high levels of impact, with pupils on average making an average of 8 months' additional progress.	School counsellor reviews Parent information Analysis of individual data Record of impact in class.	HT	December 2020

Additional Teaching assistant support in class	Gap for attainment in Reading, Writing and Maths is closed between PP and non-PP children.	Attachment needs are unmet. Adult allocated to calm pupils to ensure they are in a ready state to learn and allows others to learn. If we meet the social and emotional needs of a few learners, this will enable class teachers to devote targeted support to other PP pupils.	Half termly reviews Pupil Progress reviews.	HT and DHT	December 2020
Total budgeted cost					£10500
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Breakfast and after school club provided for all FSM children.	Equality of extended opportunity for PP	We believe there should be equality of opportunity for enrichment activities such as visits, clubs and other extended activities.	Systems in place to identify and give support as and when appropriate.	HT and DHT	December 2020

Support for ensuring finance is not a barrier to equality of opportunity.	High attendance Correct uniform (footwear) provided. Access to home learning provision and the technology needed to access it.	We believe there should be equality of opportunity for enrichment activities such as visits, clubs and other extended activities.	Systems in place to identify and give support as and when appropriate.	HT	December 2020
Total budgeted cost.					£6166
7. Additional detail					