

Pupil premium strategy and evaluation statement



1. Summary information					
School	Bourton Meadow Academy				
Academic Year	2018/19	Number of pupils eligible for FSM, Ever 6* pupils	52	Date of most recent PP Review	
Total number of pupils	603	Number of service children	3	Date for next internal review of this strategy	
Total PPG budget	£81,040	Number of LAC children	5		

2. Current attainment		
	Bourton Meadow Pupils eligible for PP % reaching expected standard	Bourton Meadow pupils not eligible for PP % reaching expected standard
End of EYFS Good level of development	43%	74%
Phonics End of Year 1	70%	83%
Reading End of KS1	44%	79%
Writing End of KS1	22%	63%
Maths End of KS1	56%	79%
Reading End of KS2	64%	76%
Writing End of KS2	64%	79%
Maths End of KS2	55%	73%
Combined R, W & M End of KS2	45%	60%

2ii Progress	Bourton Meadow Pupils eligible for PP % making at least expected progress from starting points	Bourton Meadow Pupils not eligible for PP % making at least expected progress from starting points
KS1 Reading	88%	88%
KS1 Writing	75%	79%
KS1 Maths	75%	81%
KS2 Reading		
KS2 Reading	64%	76%
KS2 Writing	64%	79%
KS2 Maths	55%	73%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Personal, Social and Emotional need	
B.	Low starting points	
C.	Oral language skills	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance	
E.	Parental Engagement	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	In the early Years, for the APS and GLD to be in line with peers	Baseline Assessment, Data analysis every 6 weeks, targeted intervention in response to baseline and data
B.	To accelerate progress in reading writing and maths, to close the attainment gap	Question level analysis, Data analysis every 6 weeks, targeted academic support in response

C.	To embed self-regulation approaches, to enable children to take ownership of learning	Baseline wellbeing assessment targeted non-academic intervention, dedicated adult in place, extra-curricular activities in place, appropriate uniform and equipment in place.
-----------	---	---

5. 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?
To upskill practitioners, to deliver a whole school approach to the teaching and learning of reading alongside Talk for Writing	Talk for Reading	EEF studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension.	TFW Action plan Monitoring and Evaluation of Teaching and Learning Analysing Data to monitor performance Learning walks to monitor standards and expectations Listening to children read	LH / LB	Autumn 2 Spring 1 Summer 1
All staff to be aware of PP children, to plan, support and challenge as appropriate	Quality first teaching / planning	This approach is supported by a body of research (Sutton Trust, Social Mobility Commission and DFE) which has found that good teachers are especially important for pupils from disadvantaged backgrounds. For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.	Monitoring and Evaluation of Teaching and Learning Analysing Data to monitor performance Learning walks to monitor standards and expectations Sharing staff practice Book looks	LH/ LB	Autumn 1 Each half term
All staff to be aware of PP children, to plan, support and challenge as appropriate Responsive dialogue shared with all staff on how to support current needs	PP children to have their books marked first	Partner school within the trust, BPS, has tried this methodology with great success. PP lead discussed how teachers were finding it easier to identify learning barriers and responding quickly.	Trial in Years 1 and 5 for staff in those year groups to share how it has supported and developed their practice before rolling out across the whole school. Teachers will be able to update interventions more regularly to offer personalised provision	Phase Leaders YGL's All teachers	Autumn 1 Each half term
All children to be aware of next steps and how to achieve them	Review and Reflection time	EEF: Feedback studies tend to show very high effects on learning when specific, accurate and clear feedback is given	Whole school feedback training to ensure feedback is specific, accurate and clear Whole school feedback policy Learning walks Pupil interviews	All teachers	Autumn 1 Each half term
Total budgeted cost					£25,202.00

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?
Year 6 more able readers to support peers with the chance to read daily	Year 6 Peer Readers	EEF: Peer tutoring approaches appear to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress. It has been recognised that we need to develop a reading culture at school where reading out aloud and being read to is enjoyed by all. This approach will enable our disadvantaged children the opportunity to read daily.	Modelled sessions to Y6 pupils Guidance shared on supporting reader Notes kept my Y6 pupils Learning walks	LH	Weekly
All PP children to have a dedicated adult who they will meet with every 3 - 6 weeks to	KS2 PP mentors	Partner school within the trust, BPS, has tried this methodology with great success. PP lead discussed how PP children had been given a voice and it helped to personalise provision and motivation. Our vision is to nurture every child for them to reach their full potential, we feel a dedicated adult will give that child a voice.	Training and supervision for mentors Feedback sessions with mentors Learning walks Pupil interviews	LH Mentors	Autumn 1 Each half term
To help consolidate and embed classroom learning through small group additional teaching	Year 6 Booster Groups	EEF evidence shows that small group tuition is effective. It enables greater feedback from the teacher, more sustained engagement in smaller groups, and/or work which is more closely matched to learners' needs explains this impact. From our question level analysis, this will enable us to form groups and target identified gaps	Question level analysis to ensure teachers are teaching to identified gaps Learning walks Progress meetings Data analysis Learning walks Pupil interviews Book looks	LH/LB Y5 -6 team Teachers	Autumn 1 Each half term
1:1 maths instruction to underpin fundamental skills	5-minute maths	EEF shows Individualised instruction has positive effect on learners especially when supporting classroom instruction. The programme is designed to target fundamental maths skills.	Training TA's how to use programme Learning walks Progress Meetings Data analysis Pupil interviews	LH/ DB YGL's Phase Leaders TA's	Autumn 1 Each half term
1:1 maths instruction to underpin fundamental skills	5-minute reading / writing	EEF shows Individualised instruction has positive effect on learners especially when supporting classroom instruction. The programme is designed to target fundamental reading and writing skills.	Training TA's how to use programme Learning walks Progress Meetings Data analysis Pupil interviews	LH/ DB YGL's Phase Leaders TA's	Autumn 1 Each half term

Individualised instruction	Rapid Maths	EEF shows Individualised instruction has positive effect on learners especially when supporting classroom instruction. The programme is designed to support gaps in fundamental mathematic areas.	Training TA's how to use programme Learning walks Progress Meetings Data analysis Pupil interviews	LH/ DB YGL's Phase Leaders TA's	Autumn 1 Each half term
Individualised instruction	Rapid Writing	EEF shows Individualised instruction has positive effect on learners especially when supporting classroom instruction. The programme is designed to support gaps in vocabulary, sentence structure, punctuation and comprehension.	Training TA's how to use programme Learning walks Progress Meetings Data analysis Pupil interviews	LH/ DB YGL's Phase Leaders TA's	Autumn 1 Each half term
To enable children to reach age-expected reading level	Reading Recovery	EEF shows Individualised instruction has positive effect on learners especially when supporting classroom instruction. The programme is designed to target fundamental reading skills in a progressive scheme.	Training TA's how to use programme Learning walks Progress Meetings Data analysis Pupil interviews Listening to children read	LH/ DB YGL's Phase Leaders TA's	Autumn 1 Each half term
Opportunity to revisit learning outcomes, with varied approaches/tasks over time	Mastery workshops	EEF details mastery teaching as an effective provision when used as an occasional teaching approach looking at concepts that children find particularly challenging. At BMA, this will support the identified gaps through our question level analysis where a significant amount of pupils have been unable to answer.	Progress Meetings Data analysis Assessment papers Learning walks Pupils books	LH/ DB YGL's Phase Leaders All teachers	Autumn 1 Each half term
Total budgeted cost					£28,524.00

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?
To have a named - practitioner on the senior leadership to manage PP at a strategic level	PP SLT Lead	From evaluation last year, having a class teacher as overall lead can limit time limit spent on PP management. Having an SLT lead will enable whole school direction and deployment. It will also ensure reviews can be carried out and analysed in good timing.	Performance Management Masters project – feedback Data Analysis	LH	Autumn 1 Each half term

To have a named practitioner within the teaching team to lead interventions	PP Lead	Having a PP lead specialist within the teaching team, enables all practitioners to access strategies and approaches to help guide interventions effectively	Performance Management Data analysis	CM	Autumn 1 Each half term
For PP children to have an outdoor provision that works on supporting social, emotional and behavioural needs	Forest School	When accessing Forest School provision, research demonstrates that children experience 'freedom'. It offers children the opportunity to escape the confines of the classroom. The move outdoors offers a novel space. It is not just a physical space outside, but also a metaphorical space that is freer in terms of behavioural expectations, time pressures, demands of the national curriculum and assessment, and pressure for pupils and teachers to achieve. Forest school provision also offers more of a facilitation approach which supports our differentiation model of teachers coaching children to enable them to master concepts	SDQ's Salmon lines Emotional Literacy Screening Provision monitoring Data analysis Pupil interviews	SJ / AT	Autumn 1 Each half term
To build trusting relationships that support social, emotional and behavioural needs	Nurture group	Nurture groups assess learning and social and emotional needs and give whatever support is needed to remove the barriers to learning. There is great emphasis on language development and communication. At BMA one of our largest barriers is PSED, with children using physical behaviour as a form of communication so this will provision will help give our children the strategies to verbally communicate.	Boxall Profile Salmon Lines Emotional Literacy Screening Learning walks Discussions with pupils, parents and class teachers	LH/SJ/AT/S H/AB/GH	Autumn 1 Each half term
To develop oral and social interaction to improve communication and relationships	Talk about	EEF studies of oral language interventions consistently show positive impact on learning alongside the social and emotional learning of communicating in a group which will help to improve pupils' interaction with others and self-management of their own emotions to help support PSED.	SDQ's Salmon lines Emotional Literacy Screening Provision monitoring Data analysis Pupil interviews	LH/SJ/AT/S H/AB/GH	Autumn 1 Each half term
Improved turn taking, collaboration and social interaction	Lego therapy	SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	SDQ's Salmon lines Emotional Literacy Screening Provision monitoring Data analysis Pupil interviews	LH/SJ/AT/S H/AB/GH	Autumn 1 Each half term
To give parents ownership of how they would like to use their PP money to support their needs best	Parent vouchers	Stigma attached for applying for funding left some parents feeling uncomfortable. Vouchers were put in place to empower parents and give them a voice on how to spend their child's PP funding	Voucher sent to each parent Phone-calls made to parents each half term advising of balance Advertising on school bulletin under clubs etc	LH/ KP	Autumn 1 Each half term

			Managing budget		
To assist PP parents with childcare to increase life chances for all PP families	Wrap around care	To enable working parents to offer children better outcomes by enabling them to work longer hours. All whilst knowing they are being supervised by a registered childcare provider known to the children with friends.	Advertising on school bulletin Phone-calls made to parents each half term Deducting sessions of known PP children Managing budget	LH/KP/TT	Autumn 1 Each half term
To ensure all children have the same opportunities to benefit from extra-curricular activities in subject areas that they are interested in	External clubs	EEF demonstrate that some activities have been linked with improvements in specific outcomes. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	Advertising on school bulletin Phone-calls made to parents each half term Managing budget	LH/KP	Autumn 1 Each half term
To ensure all children can access the same learning experiences as peers	Trips	Trips support theme learning by empowering pupils with knowledge. Pupils often get to see primary sources to support their learning and enable them to learn practically.	Advertising on school bulletin Phone-calls made to parents each half term	LH/KP	Autumn 1 Each half term
Total budgeted cost					£23,164.00

6. Review of expenditure				
Previous Academic Year		2017 / 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)	Cost
All staff to be aware of PP children, to plan, support and challenge as appropriate	Quality first teaching / planning Additional set teacher / phonics provision	Achieved in areas - refer to data Impact for all	To continue – more focus to be given to identified gaps through question level analysis and marking/feedback	Retention and Development £3,616.00
Whole school approach to writing underpinned by developing oral language	Talk for Writing	Increase in writing attainment across all year groups Impact for all	To continue as whole school approach	£2,000.00
All children to be aware of next steps and how to achieve them	Reflection time	Achieved – refer to individual books Impact for all	To continue – more focus given through pupil friendly targets and marking / feedback	£8,448.00
			Total Costs	£24,064.00
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)	Cost
A daily reading intervention to enable children to reach age-expected reading level within 20 -weeks	Reading Recovery	Achieved Refer to individual pupil data Impact for all	To continue	£8,475.00
Therapy to support personal growth and greater self -expression	Open Toybox	Achieved	To continue	£600.00.
To develop oral and social interaction to improve communication and relationships	Talk-about	Achieved Impact for all	To continue building upon environments/ contexts e.g. lunch setting	£3,533.00
Improved turn taking, collaboration and social	Lego Therapy	Achieved Impact for all	To continue – develop 1:1 principle into group provision	£3,016.00

Individualised instruction	Rapid Writing	Achieved Refer to individual pupil data / books Impact for all	To continue – introducing rapid reading	£11,066.00
Individualised instruction	Rapid Maths	Achieved Refer to individual pupil data / books Impact for all	To continue	£11,066.00
			Total Costs	£37,756.00

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)	Cost
For PP children to have an outdoor provision that works on supporting social, emotional and behavioural needs	Forest School	Achieved Impact for all	To continue	£2213.00
To build trusting relationships that support social, emotional and behavioural needs	Nurture Provision Trained counsellors	Achieved Impact for all - reduced behavioural incidents at break and lunch	To continue	£8,475.00
To give parents ownership of how they would like to use their PP money to support their needs best	Parent vouchers	Achieved	To continue – vouchers need to be promoted more with regular contact advising parents of amount left on voucher	£5,800.00
To assist PP parents with childcare to increase life chances for all PP families	Wrap around care	Achieved	To continue	£381.00
To ensure all children have the same opportunities to benefit from extra-curricular activities in subject areas that they are interested in	External clubs	Achieved	To continue	£1,641.00

To ensure all children can access the same learning experiences as peers	Trips	Achieved	To continue	£319.00
To ensure PP leads have appropriate knowledge and CPD to support and inform PP outcomes	PP course	Course attended – content to be shared over forthcoming year	To disseminate knowledge more efficiently	£275.00
To have a named practitioner within the teaching team to lead interventions	PP Co-ordinator	Partially achieved	To continue with SLT lead to help drive at whole school level	£4255.00
To increase exposure to appropriate literature	Book packs	Achieved	To open to all PP children by providing the with a book token each half term	£121.00
			Total costs	£23,480.00

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Please see Pupil Premium vision 2018 – 2019 & Pupil Premium Action Plan