

Service Pupil Premium Strategy Statement (Primary)

1. Summary information					
academy	Bovington Academy				
Academic Year	2019-2020	Total SPP budget	£47,400	Date of most recent PP Review	September 2019
Total number of pupils	254	Number of pupils eligible for SPP	158 (62%)	Date for next internal review of this strategy	February 2020

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-academy barriers (<i>issues to be addressed in academy, such as poor oral language skills</i>)		
A.	Significant gaps in pupils' learning (particularly in core subjects) due to high levels of mobility.	
B.	Poor social skills resulting in friendship difficulties.	
C.	Challenging behaviour issues which are having a detrimental effect on academic progress and that of their peers.	
External barriers (<i>issues which also require action outside academy, such as low attendance rates</i>)		
D.	N / A	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerating progress and improving attainment in reading, writing and maths.	SPP make at least 'good' progress and attain in line with national average for pupils not in receipt of PP funding.
B.	Improved social skills including teamwork and resilience to build friendships.	Good levels of attendance at ELSA / T&T with pastoral team. Fewer reports of friendship issues from parents and families.
C.	Behaviour issues addressed.	Fewer behaviour incidents and exclusions recorded in My Concern and academy behaviour log. More SPP receiving positive praise using the academy's reward systems e.g. Aspirations Points and Star of the Week.

4. Planned expenditure: Academic Year 2019-2020

The three headings below enable academies to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole academy 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?
Accelerating progress and improving attainment in reading, writing and maths.	Staff training for teachers and LSAs on the skills and techniques of effective writing and number sense/fluency in Maths.	The academy recognises that progress and standards could and should be raised for SPP. This has been identified through half-termly pupil progress meetings with phase leaders and local and national data e.g. end of key stage assessments.	Talk for Writing (T4W), Read Write Inc (RWI) and Maths training set up for staff. Time allocated in staff meetings to review and discuss the implementation of these strategies. Data analysis to be carried out each half term in pupil progress meetings.	English and Maths Lead	Every term
Improved social skills including teamwork and resilience to build friendships.	Continuations of Forest Schools 'WILD' outdoor learning across the academy – fully making use of the Forest Schools site. Staff training –Motional Additional pastoral support (ELSA or Toast & Talk) for identified individuals and groups.	Analysis of data from My Concern shows that SPP have been experiencing social difficulties more so than those who are not in receipt of PP funding. This includes difficulties with skills such as resilience and teamwork. Last year's exclusion data shows that two-thirds (66%) of fixed-term exclusions were service children.	Effective use of pastoral team and teachers taking Forest Schools sessions. Regular review meetings e.g. supervision to monitor individuals and groups. SLT to lead. Staff engagement in the Motional model as a progress measure. To be revised each term and data given to SLT.	SLT	Every half term
Total budgeted cost					£45,000

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?
Behaviour issues addressed. Reduction in exclusions (66% of exclusions in 2018-19 were pupils in receipt of Service Pupil Premium)	New behaviour policy and system implemented in each age-phase across the academy.	Internal data analysis from My Concern identified SPP as having a higher rate of poor behaviour reported and fixed term exclusions compared with pupils not in receipt of PP funding both in KS1 and KS2.	DG in consultation with SLT and wider academy community to review the behaviour policy. New systems and structures for rewards and sanctions to be fully outlined for all	SLT & Phase Leaders	December 2019

			stakeholders. INSET - SEptember 2019.		
Total budgeted cost					£2,400