

Pupil Premium Impact Statement

**Bovington Primary School 2018-2019
(Bovington Academy from 1st July 2019)**

1. Review of expenditure				
Academic Year		2018-19		
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
<p>To provide high quality teaching and learning for all children.</p> <p>To close the gap between those children in receipt of PP funding (FSM & Service PP) and those not eligible.</p>	<p>Training and resources invested in for core subjects:</p> <p>Maths No Problem Read Write Inc BR@P T4W</p>	<p>Mixed</p> <p>All training was successfully delivered and received. Confidence levels of staff varied across the year groups with some individuals requiring additional support at times. We measured impact for all children not just those in receipt of PP funding through our half-termly pupil progress meetings and regular book looks. Phase leaders were responsible for reporting to SLT and Governors.</p> <p>Success criteria was not met.</p>	<p>The standard for T&L across the school during the academic year 2018-19 was not effective enough. This was identified by Ofsted (Autumn 2018) and in subsequent inspection visits carried out by LA advisors.</p> <p>Bovington Primary School closed on 30th June 2019.</p> <p>Bovington Academy opened under Aspirations Academy Trust (AAT) on 1st July 2019.</p> <p>A new Principal was appointed in September 2019.</p> <p><u>Future CPD Investment</u></p> <p>T4W INSET (September 2019)</p> <p>New staff to be fully trained in RWI (October 2019)</p> <p>RWI Spelling to be implemented across KS2. English Lead to receive training in London (September 2019) and then disseminated to all staff.</p>	

<p>To provide incentive, motivation, development of mindset and positive attitude to learning along with curriculum balance.</p>	<p>Development of Forest Schools site and training for Forest Schools HLTA.</p>	<p>High</p> <p>Forest School provision inclusive of knife and water work, wood carving, den building, fire building, rope- swing design, knot tying, wildlife awareness and health and safety.</p> <ul style="list-style-type: none"> ➤ Average confidence rating increased from 4 to 9.7 ➤ Average skills rating increased from 3.2 to 9.2 <p>Success criteria was fully met.</p>	<p>Following the success of Forest Schools,, the SLT feel the need to future-proof this provision and carry out succession planning.</p> <p>Advice and training established. Policies, schemes of work and additional Health & Safety guidance have been gathered to support this work.</p> <p>More time to be provided for Forest Schools provision across the school. To be factored into timetables for 2019-20. SLT to monitor.</p>	
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2. Review of expenditure				
Academic Year		2018-19		
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
To provide pastoral and ELSA support for vulnerable pupils and groups e.g. attendance, behaviour and barriers to learning.	A pastoral worker, an ELSA (Principle TA) and Learning & Behaviour Mentor employed for full-time support.	<p>High</p> <p>100% of children in receipt of FSM Pupil Premium funding and 35% of children who receive Service Pupil Premium funding have accessed ELSA or pastoral care this year. This includes general pastoral care such as 1:1 support sessions, ELSA and Toast & Talk. This level of support has enabled children to access learning more effectively and in many cases increased rates of progress and attainment. Seen through pupil progress meetings.</p> <p>Attendance rates have risen this year: Whole academy 97%, FSM 95.4% and SPP 96.5%</p> <p>Success criteria fully met.</p> <p>See pupil and parent comments/feedback below</p>	<p>ELSA and pastoral care is now one of the main strengths of the academy. However, the level of need for this provision is ever increasing. As an academy, we have recognised that we only have a given capacity. Therefore, we need to prioritise the children and families so that the most vulnerable are seen as a matter of urgency.</p> <p>Our ELSA, Pastoral Worker and Learning & Behaviour Mentor will remain in role for 2019-20 under the same remit.</p>	

3. Review of expenditure				
Academic Year		2018-19		
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
To improve attendance rates	Minibus contract hired for academy use.	<p>Medium</p> <p>Due to the use of PP funding, the academy is able to offer transport to and from academy at a nominal cost of £2.50 per week. Based on current figures, 93% of passengers are PP (85% FSM and 8% Service PP) which has led to improved attendance figures</p> <p>FSM: 95.4%</p> <p>Service PP: 96.5%</p> <p>Prior to this service being offered, many of these children were unable to get to the academy and had poor rates of attendance or were persistently late.</p> <p>Success criteria fully met.</p>	<p>The bus has most definitely opened up access to the academy and the wider community. The academy now needs to consider the next steps of this facility to create maximum impact on PP.</p> <p>Academy to consider increasing the number of bus runs each week so that additional FSM pupils can benefit from the service particularly in UKS2. This could be combined with access to breakfast, after-school or home learning club thus providing greater opportunities for nurture and support.</p> <p>Current capacity – 15 children per journey (two trips, twice a day = 60 children)</p> <p>Furthermore, the academy would like to see the mini bus being used more frequently during the academy day to facilities wider curriculum opportunities. Consider use for Forest Schools as well as music, history and sport.</p>	

<p>Establish wrap-around academy provision.</p>	<p>Development of breakfast and after schools Kid's club.</p>	<p>Medium</p> <p>Due to the use of PP funding, the academy is able to offer wrap-around care at a minimal charge of £3 per day. Based on current figures, 52% of attendees at breakfast club and 54% of after-academy club are in receipt of PP funding.</p> <p>Success criteria partially met.</p>	<p>Academy to consider increasing the number of bus runs each week so that additional FSM pupils can benefit from the service. This could be combined with access to breakfast, after-school or home learning / Y6 Booster club thus providing greater opportunities for nurture and support.</p>	
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4. Supporting Information and Evidence

ELSA / Pastoral

Pupil Comments

"Toast & Talk helps me to see things clearly and makes me feel safe. I have learned to be mindful and calm when I get angry. I know I can trust some adults to help me and face things myself." Y6 pupil

"I can feel calm in Toast & Talk. I am listened to and know my ideas and thoughts are important. I talk to Mrs S and Mrs M if I need an adult, they make me feel safe." Y5 pupil

I like Toast & Talk and being calm. I like the breathing that makes me feel calm. I'm really interested in Queen and it helps that someone knows that, it make me feel happy." Y4 pupil

"I feel safe in Toast & Talk. It makes me calm and happy." Y2 pupil

"I know that I can talk and trust people. I know that my thoughts matter. My Grandad died and I loved the books we've read and the time we've spent remembering him. Even though Mrs S didn't know him, it made me happier spending this time together." Y6 pupil

Parental Comments

"Thank you for helping my daughter understand friendships more clearly. Restorative Justice worked well for the group and helped them to realise how their actions impacted others around them." Parent of Y6 pupil

"Going through the death of my husband was the hardest thing in my life. I knew my son was safe and looked after. He had the best care and I am so proud of who he is. Thank you." Parent of Y6 pupil