

# Pupil Premium Strategy Statement (Primary)

1. Summary information					
Academy	Bovington Academy				
Academic Year	2020 – 2021	Total PP budget	£67,250	Date of most recent PP Review	September 2020
Total number of pupils	259	Number of pupils eligible for PP	50 (19%)	Date for next internal review of this strategy	February 2021

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-academy barriers (issues to be addressed in the academy, such as poor oral language skills)

A.	Underdeveloped language and communication skills. Pupils enter the school with levels of speech, language and communication skills below those of their counterparts both locally and nationally. Gaps between pupils' achievement and progress still remain
B.	Low levels of attendance and punctuality. Disparity between attendance of PP pupils (93%) and non PP (97%)
C.	Poor social skills resulting in friendship difficulties often as a result of pupils lacking in confidence and willingness to take risks.

### External barriers (issues which also require action outside the academy, such as low attendance rates)

D.	Limited or irregular support at home (e.g. reading and home learning)
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## 3. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Accelerating progress and improving attainment in reading, writing and maths.	Gap between PP and non PP pupils in both attainment and progress is reduced.
B.	Improved rates of attendance and punctuality	Attendance rates rise from 93% to at least 96% across the academic year. Reduce the number of persistent absentees amongst pupils eligible for PP funding to 10% or below.
C.	Improved social skills including teamwork and resilience to build friendships.	Good levels of attendance at ELSA / T&T (95%) with pastoral team. Fewer reports of friendship issues from parents and families.
D.	Extending opportunities for Y6 FSM target pupils – reading, home learning and SATs boosters	Regular attendance (95%). at Y6 booster / home learning club. Home learning regularly handed in on time.

#### 4. Planned expenditure: Academic Year 2020-21

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.	<p>Staff CPD on developing QFT skills – use of AfL to ensure that teaching is adapted to the needs of the pupil groups.</p> <p>Sharing of strong practice across the academy and AAT.</p> <p>Additional support/development given where needed by SLT.</p> <p>Revision of planning document to ensure that there is focus on closing gaps. This is to include key vocabulary displays thus promoting a language rich environment.</p> <p>Accelerated Reader Programme to be embedded across Y2 - Y6 once children have finished the RWI phonics reading scheme.</p> <p>Sharing data analysis with all staff.</p> <p>Raised the profile of the PP pupils within the academy and class.</p> <p>Development of ethos of whole academy accountability for the progress and attainment of all pupils.</p>	<p>The academy recognises that progress and standards could and should be raised for pupils eligible for PP.</p>	<p>Regular monitoring of standards by inclusion lead. Completed through fortnightly book looks.</p> <p>Analysis of data – progress and attainment</p> <p>Analysis of the effectiveness of interventions</p>	<p>SLT</p> <p>English and Maths Lead</p>	<p>End of each term (to coincide with AAT data drop)</p>
Raising the progress and attainment of reading through wider opportunities, exposure to literature and additional intervention.	<p>Whole academy focus on the quality of universal provision of reading for pleasure through the library and specifically targeting KS2 FSM reading. Accelerated Reader (AR) system to be used regularly and effectively. Quality texts used to share with classes.</p>	<p>Progress and attainment of PP pupils is not in line with non PP pupils.</p>	<p>SLT monitoring programme will show that all PP pupils read regularly during the week. This will include a 'Book Look' focussing on planners.</p> <p>Analysis of reading data at data drops (including AR data) and at the end of targeted interventions.</p>	<p>SLT</p> <p>English Lead</p>	<p>End of each term (to coincide with AAT data drop)</p>

<b>Total budgeted cost</b>	£20,000
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improved social skills including teamwork, self-regulation, turn taking, getting on with others, being kind and including others resulting in fewer serious behaviour incidents. Reduction in exclusions (61% of exclusions in 2019-20 were pupils in receipt of FSM)</p>	<p>Use of Forest Schools outdoor learning across the academy – fully making use of the Forest Schools site. Activities designed to focus on the social skills with which children struggle - learning to have a 'goal' that the team must work together to achieve.</p> <p>Nurture group - for those children who really struggle with social skills there is the opportunity to come off timetable and spend time in smaller groups. Focus here is giving children the skills they need to get back to the classroom and develop relationships with their peers. As this develops, part of the reintegration into class will be play supervised by the nurture/pastoral team. Trauma Informed training to be utilised to support individuals.</p> <p>Additional pastoral support (ELSA or Toast &amp; Talk) for identified individuals and groups.</p>	<p>It has been identified that many pupils eligible for PP funding (in both KS1 and KS2) are struggling socially in the academy environment. It is often reported by parents that this extends to the family home and wider community. Challenging behaviour and poor social skills are common theme in staff reports on 'My Concern' for this vulnerable group.</p>	<p>SLT will monitor the impact of Forest Schools provision. Regular review meetings e.g. supervision to monitor individuals and groups.</p>	<p>SLT</p>	<p>Regular behaviour reviews. Weekly review by SLT in Leadership Meeting followed by half-termly breakdown.</p>

Extending opportunities for Y6 PP pupils – reading, home learning and SATs boosters	Y6 PP pupils to attend breakfast or afternoon booster / home learning club.	Gaps between progress and attainment of PP pupils and non PP pupils remain.	Regular monitoring of standards by SLT. Analysis of data – progress and attainment Analysis of the effectiveness of interventions	SLT	Termly reviews.
Improved rates of attendance and punctuality.	One attendance officer / pastoral worker employed for full-time support.  Weekly analysis of attendance data and punctuality data.  Quick/same response for any PP pupils who attendance is a cause for concern ie 95% or below. Bespoke action plan to ensure there is a swift improvement in attendance.	Gap in attendance and punctuality between PP pupils and non PP pupils remain	Weekly attendance reviews to be timetabled to monitor and address absentees or punctuality issues.  Attendance letters to be sent and meetings with parents to be scheduled as per the attendance policy. Bespoke action plan implemented.	Attendance Officer	Weekly review by Attendance Officer which will be shared with SLT. Full analysis each half-term.
<b>Total budgeted cost</b>					£30,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Equality of access to wider learning/curriculum experiences.  <b>COVID-19 restrictions permitting.</b>	Targeted support for individuals/families.	It has been recognised by the academy that some families are unable to financially support their child in certain situations. This can lead to social, emotional and educational barriers forming and this further disadvantage these pupils. The academy aims to work with families to provide equality of access for these pupils thus bridging the gap.	SLT to review on a case-by-case basis in consultation with the class teacher and phase leader.	Phase Leader	
<b>Total budgeted cost</b>					£17,250

