

Pupil Premium Impact Statement

Bovington Academy 2019-2020

(Covid-19 Lockdown March - June 2020)

1. Review of expenditure			
Academic Year		2019-20	
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)
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. Sharing of strong practice across the academy and AAT. Additional support/development given where needed by SLT. 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. Sharing data analysis with all staff. Raised the profile of the PP pupils within the academy and class. Development of ethos of whole academy accountability for the</p>	<p><u>Staff training received across 2019-20</u></p> <p>Team Teach (September 2019) RWI and RWI Spelling (November 2019) Curriculum Development - November 2020 Quality Teaching & Learning - Rossenshine (January 2020) Behaviour Management (February 2020) Safeguarding (February & March 2020) AfL & Quality Questioning - Booked for March 2020 (CANCELLED) Fire Awareness Training (Completed online during lockdown) GDPR Training (Completed online during lockdown) Trauma Informed Training (June 2020)</p> <p>We have utilised and greatly benefitted from sharing good practice with professionals across the Trust. This has incorporated EYFS, Assessment, English, Curriculum Design, SEND, Nurture, and Moderation for Reception, Y2, Y4 and Y6.</p> <p>Pupil progress meetings were held in Spring 2020 following Assessment Point 1 data input into DC PRO. Led by SLT. Middle Leaders shared subject and phase data with their teams. Assessment Lead and Acting Principal developed a new tracking and assessment model which incorporates prior attainment, contextual information e.g. PP or SEND, PiXL tests and teacher assessment.</p> <p>Due to Covid-19, we were unable to measure the end-of-year progress and attainment against the success criteria set. However, using our professional judgement we believe that this was partially met.</p>	<p>The standard for T&L across the school during the academic year 2019-20 was improving prior to lockdown in March 2020. Regular monitoring, pertinent training and personalised coaching was integral in this process. This will be a key focus for the academy alongside the wider reopening for 2020-21.</p> <p>New Principal was appointed for September 2020.</p> <p><u>Future CPD Investment</u></p> <p>Trauma Informed Training (September 2020)</p> <p>Refresher RWI Training (Autumn 2020)</p> <p>SEND Training led by SLT (scheduled throughout 2020-21)</p>

	progress and attainment of all pupils.		
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 set up and used.</p> <p>Quality texts used to share with classes. Regular librarian time to be used to support FSM pupils accessing the Library.</p>	<p>All Library and reading books across the academy were added to the Accelerated Reader system between August 2019 - February 2020. This was a huge task and involved a significant investment of time and staff hours - led by the Librarian and English Lead.</p> <p>The English Lead and Acting Principal received training during Autumn 2019 and Spring 2020.</p> <p>Staff received training through a series of meetings and written correspondence in Spring 2020.</p> <p>Accelerated Reader was finally ready to be launched in early Spring 2020. This was done on World Book Day at the beginning of March 2020. Lockdown followed a few weeks later.</p> <p>The English Lead regularly monitored the use of quality texts in class as part of her MLT time.</p>	<p>Accelerated Reader will be relaunched in Autumn Term by the English Lead.</p> <p>Refresher training for staff will be planned in. Parents will receive updated information about how to access the online version of AR called MYON. This will support home learning in the case of local or national lockdown. Several of our vulnerable pupils will have access to new devices so that they can access this at home.</p>
Improved social skills including teamwork and resilience to build friendships.	<p>Continuation of Forest Schools 'WILD' outdoor learning across the academy – fully making use of the Forest Schools site.</p> <p>Staff training –Motional</p> <p>Additional pastoral support (ELSA or Toast & Talk) for identified individuals and groups.</p>	<p>Forest School sessions were made available to all children across the academy (EYFS -Y6) on a regular basis. In most cases this was at least alternate weeks, if not weekly. These sessions have incorporated bug hunts, leaf rubbings, den building, learning how to tie knots, tree climbing, use of the fire-pit and team building activities. The children attend Forest Schools in all weathers.</p> <p>Training of Motional did not take place due to Covid-19 lockdown.</p> <p>Pastoral support was offered to individuals throughout the year. Most of these sessions were 1:1 although some small group Toast & Talk meetings took place at relevant times. Limited capacity of the pastoral team due to challenging pupils or ill health of staff made it difficult to provide regular group sessions.</p>	<p>A recent review of staff structure, individual roles and responsibilities and key priorities for 2020-21 has enabled a clear plan / timetable to be formulated. This will enable more group sessions to take place across the year whilst supporting individuals as necessary.</p>

2. Review of expenditure																		
Academic Year		2019-20																
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)															
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 (34% of exclusions in 2018-19 were pupils in receipt of FSM)	<p>Use of Forest Schools 'WILD' 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</p>	<p><u>Forest Schools</u></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 was offered to all children across KS1 & KS2 (age appropriate activities)</p> <ul style="list-style-type: none"> □ Average confidence rating increased from 3 to 9.6 □ Average skills rating increased from 3.5 to 9.4 <p>The children attend in all weathers. Many children reported that this was by far their favourite subject / time of the school week.</p> <p><u>Nurture Provision</u></p> <p>A significant number of children in receipt of pupil premium have been supported by our Pastoral Team.</p> <table border="1"> <thead> <tr> <th></th> <th>FSM Pupil Premium</th> <th>Service Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Toast & Talk:</td> <td>29%</td> <td>6%</td> </tr> <tr> <td>ELSA:</td> <td>20%</td> <td>2%</td> </tr> <tr> <td>1:1</td> <td>34%</td> <td>9%</td> </tr> <tr> <td>Pastoral care:</td> <td>34%</td> <td>20%</td> </tr> </tbody> </table>		FSM Pupil Premium	Service Pupil Premium	Toast & Talk:	29%	6%	ELSA:	20%	2%	1:1	34%	9%	Pastoral care:	34%	20%	<p>Forest Schools provision supports our wider curriculum offering and has been a regular feature of afternoon provision across all year groups. This is most definitely something that the school wishes to continue investing in for 2020-21.</p> <p>The positive feedback about the pastoral support provided to our families (both PP and SPP) during lockdown has indicated how valuable this was. There are now plans in place to relaunch this provision should we have a local or national lockdown due to COVID-19.</p> <p>See pupil and parent comments/feedback below</p>
	FSM Pupil Premium	Service Pupil Premium																
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	<p>class will be play supervised by nurture group leaders.</p> <p>Additional pastoral support (ELSA or Toast & Talk) for identified individuals and groups.</p>	<table border="1"> <tr> <td>Nurture:</td> <td>17%</td> <td>4%</td> </tr> </table> <p>During lockdown, the pastoral team made weekly calls to every family on roll with an emphasis on PP and SPP.. This acted as a welfare / safeguarding check-in and was appreciated by the parent community.</p> <p><u>Exclusions</u> Our internal reflection / isolation rates decreased throughout the year (from 7 in Autumn 1 to only 1 in Spring 2)</p> <p>However, our fixed-term exclusions for those in receipt of FSM PP increased from 34% in 2018-19 to 61% in 2019-20. This was due to extenuating circumstances following intensive work with external professionals.</p> <p>See pupil and parent comments/feedback below</p>	Nurture:	17%	4%	
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Extending opportunities for Y6 PP pupils – reading, home learning and SATs boosters	Y6 PP pupils to attend breakfast or afternoon booster / home learning club.	90% of attendees at Y6 booster classes were pupils in receipt of the pupil premium grant (58% Service PP, 32% PP) and attendance rates were good.	<p>Year 6 booster classes will be set up for Autumn Term once the baseline PiXL and SATs tests have been carried out. This will include a QLA undertaken by the phase leader and/or SLT.</p> <p>Virtual learning will be made available if the school enters a local or national lockdown scenario.</p>			
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.	<p><u>Exclusion rate</u></p> <p>Pupil Premium: 61% Service Pupil Premium: 10%</p> <p>This is a noticeable decrease for the SPP group which in 2018-19 represented 66% of fixed-term exclusions.</p>	A new Principal has been appointed for September 2020. The behaviour policy will be reviewed at this time with all stakeholders. Changes and updates will be made as necessary.			
Improved rates of attendance and punctuality.	One attendance officer / pastoral worker employed for full-time support.	Due to the use of PP funding, the academy is able to offer transport to and from the academy at a nominal cost of £2.50 per week.	Regular attendance reviews will resume in September 2020. The Attendance Officer will follow all DfE guidance in relation to COVID-19 and how non-attendance should be managed / reported (using the X code)			

	<p>Weekly analysis of attendance data and punctuality data.</p> <p>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.</p>	<p>Based on current figures, 35% of passengers are PP which has led to improved attendance rates.</p> <p>PP funding has enabled the academy to offer wrap-around care at a minimal charge of £3 per session. Based on current figures, 34% of attendees at breakfast club and 50% of after-school club are in receipt of PP funding.</p> <p><u>Attendance rates</u></p> <p>Whole academy 95% - see note below</p> <p>FSM 93%</p> <p>SPP 95%</p> <p><i>NB: The academy suffered a particularly significant Norovirus outbreak in November 2019 which affected our overall attendance rate. Advice was sought from Public Health England and this was reported & discussed at the Trust District Board meeting in January 2020. Excluding this period, the attendance figure sits at 97% which matches attendance for 2018-19.</i></p>	<p>Prices for both breakfast and after-school club are set to increase by £1 per session for the first time in September 2020. We will look to financially support those that wish to attend.</p>
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)
Equality of access to wider learning/curriculum experiences.	Targeted support for individuals/families.	Pupil Premium grant was allocated to financially support several Y6 children book their end-of-year residential thus providing equality of access. Unfortunately, this trip was unable to take place due to COVID-19 restrictions.	This is something that the academy wishes to offer again next year assuming DfE guidance allows trips / residential to take place.

3. Supporting Information and Evidence

ELSA / Pastoral Responses

Pupil Comments

"I know that I can talk to you anytime (Pastoral Team) and I feel safe. You understand me and know the real me." Year 6 pupil, FSM

"I'm happy. I feel happy that I share my worries with you." Y4 pupil, FSM

"Toast & Talk makes me realise other boys feel the same way as I do. I feel safe to talk." Y6 pupil, FSM

"I've been coming to Toast & Talk for a long time. I like that I feel safe and know my worries feel less when I share them." Y6 pupil, FSM

"I feel happy that I'm listened to. Mindfulness at lunchtime and Toast & Talk helps me to feel calm. I can use this when I feel stressed at home." Y6 pupil, SPP

"I use the calming techniques I've learnt when I feel myself getting cross. I am liked for being me now." Y6 pupil, SPP

"I find it hard to stay still and listen. Toast & Talk has helped me to be mindful and it lets my body rest....and I like the toast!" Y4 pupil, SPP

Parental Comments

"Thank you for spending time with us to learn about mindful breathing and eating, it's helped us as a family. Y6 parent, SPP

"Mindfulness has helped her to recognise her body is telling her something and she is more willing to take herself to calm down. She can sense the triggers to her anxiety more." Y6 parent, SPP

*"To have the contact and know I am not alone really helps me. I know I can call you when I need some help." Y5 parent, FSM **Response to COVID-19 lockdown pastoral support***

*"These calls are a lifeline! I think I'm doing it right but then I wobble and know you will phone soon and I can talk things over with you." Y3 parent, FSM **Response to COVID-19 lockdown pastoral support***

*"I look forward to hearing from you. I have a list where I write things to ask you! I know that I ask silly questions and you won't judge me." Y3 parent, FSM **Response to COVID-19 lockdown pastoral support***

*"Thank you for calling me so regularly. It's great to share things and hear a friendly voice that isn't judging me." Y1 & Y5 parent, FSM **Response to COVID-19 lockdown pastoral support***