

Pupil premium strategy statement (primary): Box CE VC Primary School

1. Summary information

Pupil Premium was introduced in April 2011 and is additional government funding for schools to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to children from low-income families who are currently known to be eligible for free school meals, children who are looked-after and children who have ceased to be looked after because of adoption, a special guardianship order, a child arrangements order or a residence order.

The grant may be spent in the following ways:

- for the purposes of the school i.e. for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities e.g. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live and work in the locality in which the school is situated.

Are you eligible to apply for free school meals?

If your child is eligible for free school meals, it is worth registering them even if they're not going to have the school lunch as it will have a direct impact on the funding we receive and the support we can provide.

Your child may be entitled to free school meals, if you are entitled to receive any of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the Guarantee element of State Pension Credit
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,190
- Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit

Please ask at the office if you would like to register your child for free school meals

School	Box CE VC Primary School				
Academic Year	2019/20	Total PP budget Total £ Service Premium (SP)	£14 400	Date of most recent PP Review	January 2019
Total number of pupils	176	Number of pupils eligible for PP (Number of pupils eligible for SP)	9 3	Date for next internal review of this strategy	January 2020
2. Current attainment					
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>

		<i>(national average 2019)</i>	<i>(national average 2019)</i>
% achieving expected standard in reading, writing and maths	Yr 2 2019 PP 100% Yr 6 2019 PP 100%	Yr 2 50% Yr 6 50%	Yr 2 69% Yr 6 70%
% achieving at least expected standard in reading	Yr 2 2019 PP 100% Yr 6 2019 PP 100%	Yr 2 62% Yr 6 62%	Yr 2 78% Yr 6 78%
% achieving at least expected standard in writing	Yr 2 2019 PP 100% Yr 6 2019 PP 100%	Yr 2 55% Yr 6 68%	Yr 2 73% Yr 6 83%
% achieving at least expected standard in maths	Yr 2 2019 PP 100% Yr 6 2019 PP 100%	Yr 2 63% Yr 6 67%	Yr 2 79% Yr 6 83%

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

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Addressing attachment issues
B.	Ensure that all children can read confidently
C.	Ensure that basic maths skills are embedded and children are confidently using and applying them
D.	Identifying and addressing gaps in reading, grammar, punctuation, spelling and maths and the confident application of these skills
F.	Developing the self-esteem and self-confidence of pupils through the participation of extra-curricular activities

External barriers *(issues which also require action outside school, such as low attendance rates)*

G.	Frequent support practising reading and spellings etc. for pupils in receipt of pupil premium (not ever 6 FSM or post-LAC)
H.	To promote independence and not over reliance on adult support
I.	To improve the attendance of persistent absentees

Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The needs of pupils with attachment issues are addressed through individual and small group ELSA (Emotional Literacy Strategy Assistant)	The needs of pupils with attachment issues are met so that they can meet age related expectations
B.	Reading interventions, such as Booster Reading, help to improve the fluency and comprehension of children not meeting the expected standard.	Children are confident to read age appropriate unfamiliar texts and there are significant improvements in their reading and comprehension age

C.	Success @ arithmetic will help to identify and fill gaps in the basic mathematical skills	Pupils are confident in using and applying age related mental maths skills
D.	Individual gaps in reading, grammar, punctuation, spelling and maths are identified and targeted through intervention work with TAs or one to one work with a teacher	Gaps in learning are identified and entry and exit points measured by the adult leading the intervention and pupils make as much progress as their peers
E.	Pupils have access to a wide range of extra-curricular activities that they enjoy and develop self-confidence, self-esteem etc.	Pupils participate in a wide range of activities both in and out of school to develop self-esteem, confidence and a love of learning
F.	Frequent support for PP pupils practising basic English and maths skills where needed	Pupils receiving pupil premium progress at the same rate as their peers in English and maths.
G.	The attendance of persistent absentees is now good and attendance is 95%+	Attendance has improved for pupils classified as 'persistent absentees', they're attendance has significantly improved and is now good (95%+)
H.	To promote independence and not over reliance on adult support	Pupils are not over reliant on adult support and are able to work independently
I.	To improve the attendance of persistent absentees	Attendance has improved for pupils classified as 'persistent absentees', they're attendance has significantly improved and is now good (95%+)

5. Planned expenditure

Academic year **2019/20**

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. 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	Cost
The needs of pupils with attachment issues are addressed	Through individual and small group ELSA (Emotional Literacy Strategy Assistant)	Children need to be ready to learn and ELSA is a successful way of addressing social and emotional needs	Two teaching assistants are trained in delivering ELSA and have regular supervision sessions from an education psychologist	Alice James	£327 (training) £988 (delivering the programme)
Success@arithmetic will help to identify and fill gaps in the basic mathematical skills	The programme will be delivered to groups of three by a TA trained to deliver the programme	An analysis of children's work has shown that mistakes in mental strategies are the main cause of errors in maths across the school. Therefore mental strategies need to be more firmly embedded and any gaps identified and filled.	Entry and exit points for pupils will be assessed and reviewed every 6 to 8 weeks.	Nicola Phillips and Lisa Reed	£2 077 (delivering the programme)
Booster Reading	The programme will be delivered individually by a TA trained to deliver the	Reading is the 'door to the curriculum', if they are not able read at the expected	Entry and exit points for pupils will be assessed and reviewed every 6 to 8 weeks.	Alice James	

	programme	level then having full access to the curriculum is difficult.			
Individual gaps in reading, grammar, punctuation, spelling and maths are identified and targeted	One to one tuition with a teacher	See Sutton Trust findings. One to one tuition is one of the most effective ways of improving the outcomes for pupils	The timetable for one to one tuition will be based on the English and maths assessments done at the end of last term and will be reviewed every 6 to 8 weeks.	Alice James Katie Ashton	£9 228
Frequent support for PP pupils practising basic English and maths skills	TA support	Frequent support targeting key areas helps embed key skills	All teachers are responsible for setting up and overseeing intervention timetables and reviewing the monitoring of TAs	Alice James Class teachers	£3 611

ii. 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	Cost
Pupils have access to a wide range of extra-curricular activities that they enjoy and develop self-confidence, self-esteem etc.	To cover the cost of school trips, including residential trips, a paid after school club or music lessons	All pupils are given access to a wide range of paid enrichment activities both in and out of school	Letters to eligible parents in October	Jo French	£3000
Children have a cooked meal and milk daily	Free school meals for PP in KS2 and milk for PP children over the age of 5	All children have access to a healthy balanced meal at lunch times and milk	Letters to eligible parents in September	Jo French	£1 752
Total budgeted cost					£20983

iii. Review of expenditure

Previous Academic Year	2018/19				
Academic Year	2018/19	Total PP budget Total £ Service Premium (SP)	£17 580 £ 300 £17 880	Date of most recent PP Review	January 2019
Total number of pupils	180	Number of pupils eligible for PP (Number of pupils eligible for SP)	12 1	Date for next internal review of this strategy	January 2020

i. 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
The needs of pupils with attachment issues are addressed	Through individual and small group ELSA (Emotional Literacy Strategy Assistant)	Staff have received training in attachment disorder Adoption training for staff ELSA supervision 6 afternoon sessions Speech and language Staff are confidently supporting children with very specific needs	Approach to continue in 2019/20	£327 (training) £988 (delivering the programme)
Success@arithmetic will help to identify and fill gaps in the basic mathematical skills	The programme will be delivered to groups of three by a teacher or TA trained to deliver the programme	Two members of staff received training and the teacher has guided the TA through the programme. The results of the Sandwell Maths Test show that the children who have been through the programme are much more confident in basic maths skills and their maths age has improved significantly and in some cases dramatically. The children have enjoyed the intervention and feel much more positive about themselves as mathematicians.	Success@arithmetic will continue in 2019/20 with a TA running the intervention.	£990 (cost of training) £2 077 (delivering the programme)
Individual gaps in reading, grammar, punctuation, spelling and maths are identified and targeted	One to one tuition with a teacher	Attainment at the end of KS2 in 2019 was above the national in reading, writing, maths and GPS.	One to one tuition will continue in 2018/19 and will identify very specific gaps in learning identified by teachers.	£6 821
Frequent support for PP pupils practising basic English and maths skills	TA support	Entry and exit points show that frequent support targeting key areas has helped to embed key skills	Clear monitoring of entry and exit points demonstrate where learning has moved on and where more support is needed.	£3 611

ii. 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
Children have a cooked meal and milk daily	Free school meals for PP in KS2 and milk for PP children over the age of 5	100% take up of by pupils eligible for FSM and a good up take for milk. Children have eaten a healthy, balanced meal daily and have had access milk.	Approach to continue in 2019/20	£1 396 (£1 335 actual)
Children participate in a range of curricular and extra-curricular activities	To cover the cost of school trips, including residential trips, a paid after school club or music lessons	100% take up of paid clubs – including Air Born, football, swimming, music lessons and cubs	To ensure that parents are clear that the school will contribute a maximum of £40 per term to out of	£3 614 (£3, 691 actual)

		100% participation in day and residential trips. This has improved the confidence and self-esteem of pupils as well as providing wider educational and social experiences.	school club/activities and any individual receiving funding for a club must demonstrate to the school that they have a unique tax reference number. Approach to continue in 2019/29	
Total				£17 880