

## Pupil premium strategy statement:

1. Summary information					
School	Boston West Academy				
Academic Year	2017/18	Total PP budget	£117,560	Date of most recent PP Review	n/a
Total number of pupils	420	Number of pupils eligible for PP	84	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
<i>Attainment for: Y6 2016-2017 (12 pupils)</i>	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school/national )</i>
% achieving expected standard or above in reading, writing and maths	33%	66% / 61%
% achieving expected standard or above in reading	92%	92% / 71%
% achieving expected standard or above in writing	33%	68% / 76%
% achieving expected standard or above in maths	92%	92% / 75%

3. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
All pupils make expected progress or better in reading, writing and maths from their starting points (measured through data tracking).	Experienced teachers to be deployed as an additional teacher into classrooms. Pupils are identified on Provision Maps and discussed and additional provision identified. Pupils are monitored and actions identified.	In all year groups and in all subjects, the progress of PP pupils was broadly in line with all pupils or better.	The monitoring completed by the PP Champion identified further areas for support for targeted pupils - this was communicated to teachers and action taken. The regular Provision Map discussions, particularly for Red pupils, have proved to have impact.	£49,829

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
The behaviour and the emotional well-being of PP pupils improves (scrutiny of behaviour records, observations and use of Boxall profile).	Nurture sessions to address individual needs, using the Boxall profile to identify areas of concern. Circle of Friends sessions for targeted pupils.	Observations of the pupils who received the Circle of Friends intervention, show that there has been an improvement in behaviour, as well as improvements on the Boxall Profile (linked to developmental, social and emotional needs).	Other PP pupils have been identified for Circle of Friends. For the impact to be maximised, the adult leading the group needs intensive training and the pupils involved have to be carefully chosen. Next step will be to train further adults to facilitate Circle of Friends, as well as restorative practices and nurture based on the Boxall Profile.	£22,453

<b>4. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Gaps in learning (reading, writing and maths).	
<b>B.</b>	Emotional, social and behavioural issues.	
<b>C.</b>	SEN - 19% of our PP pupils are on our SEN list.	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Financial implications - support for some families to pay for musical tuition/hire of instrument and PGL Adventure	
<b>5. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All pupils make expected progress or better in reading, writing and maths from their starting points (measured through data tracking, supported by work scrutiny).	Gaps in learning are identified and support is given within class - this approach is responsive to need. Pupils identified and discussed at half termly Pupil Progress Meetings. Targeted PP pupils are monitored and discussed four times a term (Provision Maps).
<b>B.</b>	The behaviour and the emotional well-being of PP pupils improves (scrutiny of behaviour records, observations and use of Boxall profile).	Fewer behaviour incidents are recorded for targeted pupils. Observations of pupils in the classroom, on the playground and around school show an improvement in behaviour, including learning behaviours. For those pupils receiving targeted nurture time, there is an improvement in the Boxall profile data.

<b>C.</b>	All pupils, regardless of SEN, make expected progress or better in reading, writing and maths from their starting points (measured through data tracking).	Pupils are given targeted intervention to address SEN needs and progress is reviewed termly. Support / guidance / intervention access from specialist outside agencies such as the Educational Psychologist, Working Together Team and Dyslexia Action.
<b>D.</b>	All pupils are able to access musical tuition and PGL (monitoring of PP pupils).	For those families eligible, music tuition and PGL are subsidised.

## 6. Planned expenditure

**Academic year**

**2017/18**

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. Quality of teaching for all

<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>
All pupils make expected progress or better in reading, writing and maths from their starting points (measured through data tracking).	Experienced teachers to be deployed as an additional teacher into classrooms. Pupils are identified on Provision Maps and discussed and additional provision identified. Pupils are monitored and actions identified.	For our PP pupils, gaps in learning are identified and supported using AfL strategies. Additional teachers work in the class and respond to these needs, as well as working with targeted pupils.	Our Provision Maps are discussed at least twice a term, and for those pupils with greater need, they are discussed twice each half term. The PP Champion conducts monitoring tasks on a weekly basis to review provision and identify future action.	PP Champion	End of Autumn Term End of Spring Term. End of Summer Term.

### 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>
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<p>The behaviour and the emotional well-being of PP pupils improves (scrutiny of behaviour records, observations and use of Boxall profile).</p>	<p>Nurture sessions to address individual needs, using the Boxall profile to identify areas of concern. Circle of Friends sessions for targeted pupils.</p>	<p>We were trained to use the Boxall profile to identify areas of need for nurture and which strategies to use to address these needs. In addition to this, we were trained to use restorative practices and Circle of Friends, both of which can have impact on behaviour.</p>	<p>Our Provision Maps are discussed at least twice a term, and for those pupils with greater need, they are discussed twice each half term. The PP Champion conducts monitoring tasks on a weekly basis to review provision and identify future action. The SENCo to monitor progress on a termly basis via reviews.</p>	<p>DHT / SENCo</p>	<p>End of Autumn Term End of Spring Term. End of Summer Term.</p>
<p>All pupils, regardless of SEN, make expected progress or better in reading, writing and maths from their starting points (measured through data tracking).</p>	<p>SENCo to ensure there is targeted support from specialist agencies such as Dyslexia Action, Educational Psychologist and the Working Together Team.</p>	<p>From evidence of impact for other SEN pupils, the advice from the special agencies will be used. These pupils require individual, specialist intervention, which can be delivered through SEN support.</p>	<p>As above. In addition, termly meeting with parents to review progress against SEN outcomes.</p>	<p>DHT / SENCo</p>	<p>End of Autumn Term End of Spring Term. End of Summer Term.</p>
<p>The attendance of PP pupils improves (measured through tracking of attendance data)</p>	<p>Attendance champion to identify barriers for each family and implement as appropriate.</p>	<p>There are a wide variety of barriers that affect each family, a varied approach will therefore be more effective.</p>	<p>Attendance data to be tracked for key children.</p>	<p>Attendance champion</p>	<p>End of Autumn Term End of Spring Term. End of Summer Term.</p>

## 7. Additional detail

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