

Pupil premium strategy / self-evaluation

1. Summary information					
School	Boston West Academy				
Academic Year	2018-19	Total PP budget	£97,680	Date of most recent PP Review	
Total number of pupils	420	Number of pupils eligible for PP	74	Date for next internal review of this strategy	Dec 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2017)</i>
% achieving expected standard or above in reading, writing & maths	37.5	67
% making expected progress in reading (as measured in the school)	75%	
% making expected progress in writing (as measured in the school)	63%	
% making expected progress in mathematics (as measured in the school)	63%	

3. Barriers to future attainment (for pupils eligible for PP)

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

A.	Gaps in learning (specifically in reading, writing and maths).
B.	Emotional, social and behavioural issues for some disadvantaged pupils.
C.	15% of our disadvantaged pupils have special educational needs and/or disabilities.

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

D.	Attendance of some disadvantaged pupils is low.
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4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	All pupils, including disadvantaged pupils, will make good progress.	All pupils will make expected or better progress in reading, writing and maths.
B.	The social and emotional development of disadvantaged pupils will be maximised.	The social and emotional development of disadvantaged pupils will have improved.
C.	The attendance of disadvantaged pupils will have improved.	The proportion of disadvantaged pupils with low attendance will have reduced.

5. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Action	Intended outcome	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>Experienced teachers to be deployed as an additional teacher into classrooms.</p> <p>Pupils are identified on Provision Maps and discussed and additional provision identified.</p>	All pupils make expected progress or better in reading, writing and maths from their starting points (measured through data tracking).	When comparing progress (average point score based on teacher assessment) over the year in Y2-Y6, on average PP pupils made similar or better progress than others in reading, writing and maths.	As progress has been made, the school will continue with this approach. There will be a greater focus on writing as less progress was made by PP pupil in this subject. This links with one of the school's SDP priorities for 2018-19	

Pupils are monitored and actions identified.				
ii. Targeted support				
Action	Intended outcome	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
Nurture sessions to address individual needs, using the Boxall profile to identify areas of concern. Circle of Friends sessions for targeted pupils.	The behaviour and the emotional well-being of PP pupils improves (scrutiny of behaviour records, observations and use of Boxall profile).	Monitoring of behaviour records and informal and formal lesson observations indicate that the behaviour of identified PP pupils improved over the academic year.	Nurture support has mostly had the desired impact so the school will enhance this provision further with the employment of a nurture mentor who will work closely alongside the existing nurture team.	
Targeted support from specialist agencies such as Dyslexia Action, Educational Psychologist and the Working Together Team.	All pupils, regardless of SEN, make expected progress or better in reading, writing and maths from their starting points (measured through data tracking).	On average, most pupils made broadly expected progress over the academic year 2017-18 (average point score, based on teacher assessment):	The school will continue to work alongside these agencies to support pupils and will continue to review impact.	

iii. Other approaches				
Action	Intended outcome	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
Attendance champion to identify barriers for each family and implement as appropriate.	The attendance of PP pupils improves (measured through tracking of attendance data)	The attendance of PP pupils was better than PP pupils nationally (2017). The proportion of PP pupils who were persistently absent was lower than the national (2017) but slightly higher than the school proportion in 2017	The school will continue to use an attendance champion to identify barriers to attendance for PP pupils. In 2018-19, the attendance champion will liaise more closely with the pupil premium champion to reduce proportion of persistent absentees.	

6. Planned expenditure					
Academic year	2018-19				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Expert senior leaders to provide: support teaching, coaching, mentoring, social and emotional	All pupils to make expected or better progress in reading, writing and maths.	EEF Toolkit cites three evidence based approaches which all have a positive impact on progress. These are: <ul style="list-style-type: none"> reducing class size (+3 months) 	Senior and middle leaders will regularly monitor progress of all pupils, including pupils' well-being.	SM	This will be reviewed a minimum of six times per year at pupil progress meetings. Data is collected three times per year.

<p>support for the well-being of all children</p> <p>Additional teachers provided across the school.</p>		<ul style="list-style-type: none"> • small group tuition (+4 months) • social and emotional learning (+4 months) <p>Additionally, this action has been successfully implemented in previous years with positive outcomes.</p>			
<p>Tailored curriculum to meet the needs of all pupils – learning beyond the classroom.</p> <p>Purchase resources to support the curriculum and learning.</p>	<p>All pupils to make expected or better progress.</p> <p>The social and emotional development of all pupils is maximised.</p>	<p>EEF evidence-based approaches that support this action:</p> <ul style="list-style-type: none"> • Collaborative learning (+5 months) • Arts participation (+2 months) • Digital technology (+4 months) <p>There is a growing body of evidence that outdoor learning (learning beyond the classroom) is beneficial to pupils' learning.</p>	<p>Senior and middle leaders will regularly monitor progress of all pupils, including pupils' well-being.</p> <p>Pupil feedback will be taken in the form of pupil discussions and survey.</p>	LMT & TaLLs	Reviewed three times per year by all teachers and leaders.
<p>Staff training linked to priorities in the school development plan.</p>	<p>Improved outcomes for pupils.</p> <p>Upskilled staff.</p>	<p>Effective development of teachers and other staff will drive improvement.</p> <p>Professional learning networks (PLNs) have been shown to effectively enhance staff development.</p>	<p>Ensure a clear and systematic procedure for staff development is in place working collaboratively with other schools in the trust.</p>	ES	Three times per year when EM CST partnership plan is reviewed.
Total budgeted cost					£74,974

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pastoral support for social and emotional needs provided by the nurture team for identified pupils.	Improved well-being and mental health of identified pupils.	EEF evidence-based approaches that support this action: <ul style="list-style-type: none"> • Behaviour interventions (+3 months) • Metacognition and self-regulation (+7 months) 	Regularly review and monitor nurture support programme. Weekly team meetings to review progress and implement changes as necessary.	CB, ES, MS, ML	Weekly at team meetings and termly by all staff.
Support for disadvantaged pupils with special educational needs and/or disabilities. This will include accessing external agencies such as Dyslexia Support and the Educational Psychologist	Pupils with special educational needs and/or disabilities will make expected or better progress.	Intervention for identified pupils will accelerate progress.	Reviewed by SENCO and all teachers.	CB	The school's SENCO will review the progress and attainment of disadvantaged pupils with special educational needs and/or disabilities six times per year and at review meetings.
Identify barriers to good attendance for individual families and support with strategies to overcome these barriers.	Improve attendance of disadvantaged pupils.	Identifying and overcoming barriers to good attendance at school will improve outcomes for these pupils.	Reviewed by LMT and follow up actions implemented as necessary.	ES/LF	Attendance monitoring carried out weekly and reviewed at leadership meetings.

Subsidise educational trips (including outdoor adventure at PGL) and music lessons.	Improved outcomes for disadvantaged pupils (see evidence section).	EEF evidence-based approaches that support this action: <ul style="list-style-type: none"> Arts participation (+2 months) Outdoor adventure learning (+4 months) <p>There is some evidence of a positive link between music and spatial awareness.</p> <p>Improved outcomes in English, maths and science with greater effects, in some cases, for disadvantaged pupils.</p>	Regularly review pupils receiving subsidy to ensure all eligible pupils are benefiting.	SM/AP	Progress reviewed at pupils progress meetings three times per year. Pupil premium monitoring take place at least twice per month.
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Total budgeted cost £24,648

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Strategic overview of the pupil premium strategy	Pupil premium strategy will have desired impact on outcomes of disadvantaged pupils.	It is important for a strategic oversight of the school's pupil premium strategy to ensure impact is maximised.	Strategy will be reviewed by pupil premium lead.	AP	Monitoring and tracking of pupil premium strategy carried out at least three times per year by pupil premium lead. This is an addition to the ongoing monitoring of pupil premium support mentioned above
Parent workshops	Parents of disadvantaged	EEF evidence-based approaches that support this action:	Strategic planning and delivery of relevant parent workshops	LMT	Reviewed at leadership meetings.

	pupils will be supported to help with their child's learning.	<ul style="list-style-type: none">• Parental engagement (+3 months)	in line with school priorities and parental need.		
Total budgeted cost					£4675