

Pupil Premium Strategy Statement (primary)

1. Summary information					
School	Borough Green Primary School				
Academic Year	2018/19	Total PP budget	£57,020.00	Date of most recent PP Review	June 2018
Total number of pupils	293	Number of pupils eligible for PP	42	Date for next internal review of this strategy	November 2019

2017/18 Results						
Key Stage 1 Attainment	PP/NON SEND (Pupils eligible for PP pupils without special educational need or disability) Borough Green Primary School	NPP/NON SEND (Pupils not eligible for PP pupils without special educational need or disability) Borough Green Primary School	PP (Pupils eligible for PP including pupils with special educational need or disability) Borough Green Primary School	NPP (Pupils not eligible for PP including pupils with Special educational need or disability) Borough Green Primary School	Pupils eligible for PP in other schools in Kent	Pupils eligible for PP in other schools nationally
% achieving expected standard in Year 1 Phonics	No pupils	84% (25)	100% (1)	77% (29)	66%	82.5%
% making expected plus standard or above in maths	100% (5)	94% (35)	83% (6)	85% (40)	64%	76%
% achieving expected plus standard in Reading	100% (5)	89% (35)	83% (6)	80% (40)	62%	75%
% achieving expected plus standard in Writing	100% (5)	83% (35)	83% (6)	75% (40)	56%	70%
% achieving <i>reaching Greater depth in Reading</i>	33% (2)	23% (35)	33% (6)	20% (40)	14%	
	Figures highlighted in dark green show pupils that attract Pupil Premium funds are doing better than pupils that do not attract Pupil Premium Funding. Light Green = Performing as well as pupils who do not attract PP Funding.					

Key Stage 2 Attainment	<i>PP/NON SEND (Pupils eligible for PP pupils without special educational need or disability)</i> Borough Green Primary School	<i>NPP/NON SEND (Pupils not eligible for PP pupils without special educational need or disability)</i> Borough Green Primary School	<i>PP (Pupils eligible for PP including pupils with special educational need or disability)</i> Borough Green Primary School	<i>NPP (Pupils not eligible for PP including pupils with Special educational need or disability)</i> Borough Green Primary School	<i>Pupils eligible for PP in other schools in Kent.</i>	<i>Pupils eligible for PP in other schools nationally.</i>
% making expected plus standard or above in Writing	86% (7)	97% (31)	70% (10)	89% (35)	68%	N/A
% making expected plus standard or above in Grammar, Punctuation and Spelling.	43% (7)	90% (31)	60%(10)	77% (35)	61%	N/A
% making expected plus standard or above in Reading	86% (7)	97% (31)	70% (10)	91% (35)	63%	N/A
% making expected plus standard or above in Maths	57% (7)	81% (31)	40%(10)	74% (35)	61%	
% making expected plus standard or above in maths/reading/writing combined.	57% (7)	81% (31)	40% (10)	74% (35)	50%	
% achieving <i>reaching Greater depth in Reading</i>	29% (7)	52% (31)	20% (10)	46% (35)	18%	
Key Stage 2 Progress	Pupils that attract Pupil Premium Funding at Borough Green School			All Pupils at Borough Green School		
Reading	+1.23			0.28		
Writing	-0.70			-0.19		
Maths	- 2.75			-1.39		

Figures highlighted dark green show pupils that attract Pupil Premium funds are doing better than pupils that attract Pupil Premium Funding in other schools in Kent. Figures in light green show pupils that attract pupil premium funding as doing as well as pupils that attract Pupil Premium funding in other schools in Kent when a 5% significant difference is applied.

Commentary on attainment and progress 2018.

Maths

- In KS1 pupils that do not have any special educational needs but that do attract Pupil Premium funding are doing better than pupils at Borough Green School that do not have any special educational need nor attract Pupil Premium funding. (SIMS)
- In KS1 pupils that attract pupil premium funding that include pupils with special educational needs, do as well as pupils that do not attract Pupil Premium Funding that include special educational needs.
- At Borough Green School, pupils in KS1 that attract Pupil Premium funding are doing better than pupils who attract PP funding in other schools. (Analyse School Performance, RAISE) both in Kent and nationally.
- **In KS2, low attaining pupils who attract pupil premium funding are progressing at a significantly faster rate in maths compared with pupils in other schools.** (Analyse School Performance, RAISE)

Reading/Phonics/Grammar, Punctuation and Spelling

- KS1 pupils that attract Pupil Premium funding are doing better in the Year 1 **phonics** test than pupils that do not attract PP funding at Borough Green School. (SIMS)
- KS1 pupils that attract Pupil Premium funding are doing better in the Year 1 **phonics** test than pupils that attract PP funding in other local schools. (Analyse School Performance) (RAISE)
- Pupils in KS1 without special educational needs are doing better in **reading** than pupils without special educational needs that do not receive PP funding.(SIMS)
- In KS2, more pupils who attract Pupil Premium funding are reaching greater depth in their **reading** than pupils with similar needs in other schools. who do not attract PP funding.
- KS2 pupils that attract Pupil Premium funding with and without special educational needs are doing as well in the KS2 **spelling, grammar and punctuation** test as similar pupils in other schools in Kent. (Analyse School Performance) (RAISE)
- **Reading.** In KS2, pupils that attract Pupil Premium funding are doing significantly better with their **reading** as pupils that attract PP funding in other schools in Kent. (Analyse School Performance) (RAISE)
- **In KS2, PP pupils are progressing at a significantly faster rate in reading compared with similar pupils at other school.** (Analyse School Performance, RAISE)

Writing

- In KS1, pupils that attract Pupil Premium funding are doing better than pupils who do not attract PP funding.(SIMS)
- In KS1 pupils that attract Pupil Premium funding with or without special educational needs are doing better than pupils who attract PP funding in other schools. (Analyse School Performance) (RAISE)
- In KS2 pupils that attract PP funding are doing better in writing compared to pupils receiving this funding at other schools in Kent. (Analyse School

Performance) (RAISE)

2. 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.	<p>Lack of breadth of mathematical skills and reasoning skills limit children's attainment in maths. Pupils that find it hard to understand mathematical concepts from an early age often do so because they have not had enough exposure to basic counting and sorting skills in general at the optimum developmental stage or because there is a particular difficulty. Some children develop later than others and their language levels of understanding impact on their readiness to engage in basic mathematical concepts and therefore fall behind early on. At Borough Green we aim to identify difficulties early and address these with intervention. Mathematical difficulties that persist into KS2 are addressed using a gradually increasing approach of intervention until the pupil is able to begin to close the gap between themselves and their peers.</p>
B.	<p>Learning behaviours, including aspirations and determination to succeed are key and play a big part in learning. Without these pupils lose self-esteem, ambition and the desire to do well. At Borough Green we endeavour to build resilience, independence, mastery and a sense of belonging. A positive mind-set is encouraged every day and Growth Mindset is explicitly taught across the school. Where learning behaviours such as lack of focus or inattention are observed, pupils are offered a range of ways of learning such as a different working environment or sensory breaks. Pupils are made aware of what they need to achieve by way of regular target setting and these are shared with parents so that pupils can be encouraged from home. Parents are encouraged to promote engagement in clubs and extra-curricular activities.</p>

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

C.	<p>Attendance at 94.97% compared to 96.09% Non PP group. Low attendance rates have a huge impact on learning. When pupils are consistently late or absent, they can miss key information, a particular skill or time to process what has been previously taught. Frequently low attendance and low attainment and progress correlate. At Borough Green we try hard to communicate with parents when a medical issue or family difficulty begin to impact on attendance and offer support. Sometimes it is the pupils themselves that lack the desire to be in school and funding is often acquired to motivate the pupil to engage in activities such as extracurricular activities.</p>
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3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve attainment in maths for pupils attracting PP funding in KS2	An increase in maths attainment for PP pupils in KS2.
B.	To improve combined score for maths/reading/writing in KS1 and KS2 for PP pupils.	An increase in combined score for maths/reading/writing for PP pupils in KS2
C.	To foster high aspirations and determination to succeed by building resilience, independence, mastery and a sense of belonging.	Significantly increase in roles of responsibility, attendance at clubs/curricular trips/competitions and mastery of curriculum

4. Planned expenditure					
Academic year	2018/19				
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					
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?
To increase PP group attainment in maths in KS2.	<p>Increased focus on PP group in KS2 maths with systematic monitoring and evaluation of small group and individualised teaching and intervention.</p> <p>Continue to strengthen our teachers and TA skills in supporting mastery learning.</p> <p>Increased focus in the use of concrete materials and visual drawings to support concrete abstract ideas in lessons and assessments.</p>	<p>We want to invest some of the PP funding in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest</p> <ul style="list-style-type: none"> • Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. • There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches • Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. • Recent meta-analyses from the USA 	<p>Use of qualified teacher to teach extra mathematics in small groups of 1, 2 or 3.</p> <p>Use of qualified teachers to offer after school group maths learning.</p> <p>An increase in TAs support in KS2 mathematics lessons to support PP learners.</p> <p>Senior leadership support in mathematics lessons to focus on PP pupils engagement and progress.</p> <p>Use INSET days and in house as well as collaborative staff meetings to deliver training.</p> <p>Observations of lessons and book scrutiny.</p> <p>Regular assessment against targets with new targets set every 6 weeks.</p> <p>Effective interventions reviewed every three/six weeks by Teachers, TAs and Inclusion Manager.</p> <p>Increase in concrete apparatus resources to support learning.</p> <p>Teaching approaches which</p>	<p>Stella Martin/Margaret Brown</p> <p>Nikki Pilfold</p>	<p>Every Term.</p>

	Increased parental engagement in mathematics.	suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings.	encourage learners to plan, monitor and evaluate their learning. Regulation of tools such as concrete apparatus Use of the Pupil Premium Toolkit. Parent workshops targeted towards pupils in KS2 struggling to make expected progress by Inclusion Manager.		
Total budgeted cost					£25,000
ii. 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	When will you review implementation?

Total budgeted cost					£25,000
iii. 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	When will you review implementation?
<p>To foster high aspirations and determination to succeed by building resilience, independence, mastery and a sense of belonging.</p>	<p>Targeted participation of pupils who attract Pupil Premium funding in positive school roles such as house captains, sports captains, school council, stars of the week and other roles of responsibility.</p> <p>Targeted participation of pupils in school clubs.</p> <p>Targeted promotion of opportunities to foster natural talents and interests.</p> <p>Targeted participation of pupils to attend school trips and activities.</p> <p>Encouragement of staff to ensure pupils who attract PP funding have access to appropriate resources to complete their homework.</p> <p>Encouragement of staff to remind pupils who attract PP funding of school events such as 'own clothes day'.</p> <p>Opportunities for pupils who attract PP funding to access wider opportunities and extra-curricular activities.</p> <p>Use of the Pupil Premium Toolkit.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest:</p> <p>Overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners</p> <p>A wide range of adventure activities are linked with increased academic achievement.</p> <p>Being involved in extra-curricular sporting activities may increase attendance and retention.</p>	<p>Ensure 'Growth Mindset' is actively taught and consistently promoted in class.</p> <p>Collect registers and monitor attendance for clubs, identifying pupils that would benefit from attendance.</p> <p>Monitor pupils who attract PP funding have equal opportunities to take on positive roles of responsibility.</p> <p>Identify and promote PP pupils that are positive role models to work collaboratively with other pupils</p> <p>Ensure TA's and teachers monitor the completion of homework that is targeted at the correct level of ability.</p> <p>Encourage positive relationships between parents and staff.</p> <p>Encourage and monitor the successes of pupils in Friday assemblies.</p> <p>Track pupil's academic progress while attending extracurricular activities.</p> <p>Monitor pupil school attendance</p>	<p>Nikki Pilfold</p>	<p>3 times a year.</p>

			while accessing extracurricular activities. Monitor access to opportunities to attend gifted and talented workshops and events.		
Total budgeted cost					£7000

5. Review of expenditure				
Previous Academic Year		2017/18		
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)	Cost
To increase PP group attainment in writing to 70% in KS1	<p>Staff training on high quality feedback.</p> <p>Continue to strengthen our teachers and TA skills in supporting mastery learning.</p> <p>Increased small group tuition using teachers and senior teachers.</p>	<p>PP attainment in writing in KS1 has exceeded the target set by 13% reaching 83% attainment. The difference between PP Group and NPP Group at Borough Green School has not only reduced but pupils that are PP are performing 8% better than pupils without Pupil Premium Funding compared with a difference of 13% lower in the previous year. Therefore there is a significant improvement in the difference between these two groups.</p>	<p>Increase in training and understanding of different approaches to writing have helped to increase writing attainment.</p> <p>Increased opportunities to write everyday has helped embed writing skills.</p> <p>High quality texts have helped to motivate and excite pupils to want to write.</p> <p>Pre Teach vocabulary taught in small group sessions has enabled pupils with speech and language difficulties to be able to understand the language being introduced thus enabling them to be included in the learning.</p> <p>Observations of lessons and book scrutiny by senior leaders has supported teaching.</p> <p>Regular assessment against targets with new targets set every 6 weeks has enabled any slow progress to be addressed quickly by teachers through intervention.</p> <p>Effective interventions reviewed every three/six weeks by TAs and Inclusion Manager have ensured that interventions are timely, effective and appropriate.</p> <p>Training and monitoring use of tools such as Clicker 7 and colourful semantics have enabled pupils to access writing tools to support sentence writing.</p> <p>Teaching approaches which encourage learners to plan, monitor and evaluate their learning have supported writing effectively.</p> <p>Regulation of tools such as word banks and, handwriting programmes have supported pupils where needed.</p>	£18,586
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)	Cost
To increase PP group attainment in reading to 70% in KS2	Targeted reading and reading comprehension opportunities timetabled throughout the week.	PP attainment in reading reached the target of 70% with an increase of 10%. This is 7% higher than PP pupils in other schools in Kent. Pupils that attract PP funding with non-send performed 11% better than the same group of pupils last year..	<p>Staff meetings to deliver training on use of additional resources to support reading e.g. Reading Eggs, Star Reader and Accelerated Reader helped focus teachers to closely monitor reading progress.</p> <p>The Implementation of dyslexia friendly reading books with age specific content and the monitoring of comprehension by way of an 80% pass rate has increased pupil motivation and determination to improve in many pupils.</p> <p>Regular assessments against targets evaluated every 6 weeks have contributed to the close monitoring of pupils.</p> <p>Trained volunteer readers targeting PP groups.</p> <p>Literacy club in year 6 targeting phonics for spelling and reading.</p> <p>All these approaches will continue with the addition of further Strategies outlined above.</p>	£28,995
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)	Cost

<p>By July 2018, a greater number of pupils from the PP group have access to targeted academic tuition, performing arts, sports and roles of responsibility to increase.</p>	<p>Increased opportunities and encouragement for PP group to access targeted academic tuition, performing arts, sports and roles of responsibility.</p>	<p>Greater percentages of pupils from PP group are attending clubs, taking roles of responsibility, accessing performing arts tuition and academic tuition compared to last year.</p> <p>Of particular note was a significant increase in pupils from the PP group being selected as 'Stars of the Week' due to encouragement and feedback from teaching staff.</p> <p>A small number of pupils from the PP group applied for roles of responsibility such as school council, sports captains and house captains compared to last year when there were not any pupils from this group applying for roles of responsibility. However, compared to pupils in the NPP group, pupils continue to require support and encouragement to promote aspirations.</p> <p>Attendance in the PP group increased this year from 93.69% to 94.97%, an increase of 1.28% - a significant increase suggesting higher motivation to be in school and increased wellbeing.</p> <p>An increase in supporting Emotional wellbeing through groups such as Nurture Groups and counselling for some pupils in the PP group have enabled improve their wellbeing.</p>	<p>Increased parent communication and signposting to services has benefited many pupils and this strategy will continue. However, there have been a number of persistent absentees due to family circumstances that have had a negative impact on the attendance figures for the PP group.</p> <p>Other incentives for targeted pupils have had a very positive impact on both academic progress and attendance and therefore this strategy will be a focus for next year.</p> <p>The reviewed escalating approach worked well and reduced many attendance issues particularly in Early Years. This strategy will continue.</p> <p>An increase in supporting Emotional wellbeing through groups such as Nurture Groups and counselling for some pupils in the PP group have promoted increased wellbeing. This strategy is to continue.</p>	<p>£7,420</p>
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6. Additional detail

Additional funding will be spent on other identified areas of need such as speech and language, counselling and gifted and talented workshops.

Our full strategy document can be found online at: www.bgpschool.kent.sch.uk

Schools own internal tracking system

Analyse School Performance 2017/18

Inspection Dashboard 2017/18