



Booker Park School
'Inspire – Enable – Achieve'



Pupil Premium Strategic Plan 2020 – 2021

(Long Term Vision for 2020 - 2023)



Booker Park School

'Inspire – Enable – Achieve'

Pupil Premium Strategic Plan 2019/2020 (Long Term Vision for 2019-2022)

Context

The pupil premium was introduced by the Government in April 2011. The aim is to provide additional funding for publicly funded schools for looked after pupils and low income families. The aim of this funding is to raise the attainment of disadvantaged students and close the gap between them and their peers. Since 2011-12, schools have been allocated Pupil Premium funding for students from low-income families who were eligible for Free School Meals or pupils who had been looked after continuously for more than six months. In 2012, this premium was extended to include students who qualified for free school meals in the last 6 years. A premium has also been introduced for students whose parents are currently serving in the armed forces.

In the 2020 to 2021 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals at any point in the last 6 years:

- £1,345 for pupils in reception year to year 6
- Schools will also receive £2,345 for each pupil who has left local-authority care because of 1 of the following:
 - adoption
 - a special guardianship order
 - a child arrangements order
 - a residence order

Pupils who are recorded as an Ever 6 service child or those who are in receipt of a child pension from the Ministry of Defence will receive £310. For more information please see the Government publication on the Conditions for the Pupil Premium Grant here:

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>



Booker Park School

'Inspire – Enable – Achieve'

1. Summary Information					
Academic Year	2020/2021	Total PP budget	£60,925	Date of most recent PP Review	(External) September 2019 & October 2020
Total number of pupils	239	Number of pupils eligible for PP	78	Date for next internal review of this strategy	July 2021

2. Current Progress (within Booker Park data taken from 2020/2021)			
	<i>Pupil Premium</i>	<i>Other</i>	<i>Comparison</i>
	<i>Booker Park</i>	<i>National</i>	<i>Gap</i>
<i>Reading Comparison for expected progress</i>	TBC	TBC	TBC
<i>Writing Comparison for expected progress</i>	TBC	TBC	TBC
<i>Maths Comparison for expected progress</i>	TBC	TBC	TBC

3. Barriers to Future Attainment (for pupils eligible for PP including high ability)	
In-school Barriers (to be addressed in school)	
A.	Pupils have a range of understanding, cognition, learning and development needs
B.	Pupils have varying communication and interaction needs.
C.	Social, Emotional and Mental health of pupils
D.	Sensory and physical needs of pupils



Booker Park School

'Inspire – Enable – Achieve'

External Barriers (which also require action outside school, such as low attendance rates)	
A.	Booker Park has pupils from a wide intake area, many children transition to and from school on transport not with parents /carers
B.	Many pupils do not have access to broader life experiences that are needed to provide a rounded education and experiences that other pupils may have.
C.	Sleep is an issue for any pupils and therefore can affect their learning and behaviour
D.	

4. Outcomes		
	<i>Desired Outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	To continue to deliver high quality teaching and learning across the school.	Pupil Premium and Other pupils continue to make accelerated progress to ensure that the gap in progress remains diminished/reduced.
B.	To maintain the rate of progress for disadvantaged pupils.	Progress in core subjects and towards EHCP targets to be robustly monitored through PP meetings, PPMs APDR meetings
C.	To sustain the rate of expected and accelerated progress for pupils in the core subject areas	Pupil Premium and Other pupils continue to maintain the progress towards their EHCP outcomes



Booker Park School

'Inspire – Enable – Achieve'

5. Planned Expenditure					
Academic Year	2020/21				
The three headings below enable the school to demonstrate how they are using the pupil premium budget 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 implement action?
To implement a consistent approach to the teaching of early sounds and systematic synthetic phonics for the three stages of learning (Discover, Develop & Deepen)	Staff meeting to audit staff knowledge and understanding of teaching Reading and Phonics. To showcase ideas and set out clear expectations. Extend staff knowledge, understanding and skills through continuing professional development using links letters and sounds, squiggle while	<p>Ensuring that all pupils are given the right tools to access their own personalised curriculum. The EEF website for research states that phonics interventions has a +4 months impact for the pupils: https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/phonics/</p> <p>They also say that reading comprehensive strategies has a +6 months impact for the child: https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/reading-comprehensionstrategies/</p> <p>The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read. Read write inc is the most effective program for our school due to the structure and evidence seen in their case studies of other schools.</p>	Pupils will continue to make at least expected progress in both reading, writing. Creative opportunities for pupils to access Reading and Phonics activities That are embedded in the provision to consolidate learning. Profile of Phonics and Reading is raised showing progression in learning over time and differentiation	SLT Phonics/Reading Team (KL, FS, H-AB, ET, SC, SE)	Autumn Term Ongoing



Booker Park School

'Inspire – Enable – Achieve'

	<p>you wiggle, write dance, Read Write Inc. To promote reading across the school we will introduce Oxford Owl and Vooks, develop the school library and use of Reading Nooks in classrooms. To continue to embed the teaching of reading and phonics into Learning Beyond the classroom.</p>		<p>across the school. Subject Leaders have a clear understanding how their subjects are being taught and areas for development. A clear journey of learning is mapped out for the pupils across the school.</p>		
<p>To ensure pupils personal development is further fostered, through outdoor experiences which continue to enrich the curriculum</p>	<p>To investigate and introduce Forest School provision to enhance outdoor provision and curriculum</p> <p>Teacher meetings - Teachers and TAs to plan for outdoor space as part of MTP. Teachers to plan for outdoor provision in daily lessons. To use the expertise of EYFS to see how outdoor provision is planned for and used</p>	<p>Through pupil voice and parent 1:1 meetings/calls, it was clear that outdoor learning is what many of the children love and thrive on. This needs to be as carefully planned and considered as the indoor curriculum.</p> <p>The school is keen to maintain outdoor learning experience for pupils. All classrooms now have an outside space for teachers to utilise as part of teaching and learning.</p> <p>The learning outside the classroom manifesto from the Department of Education highlights all of the benefits for children working beyond the classroom: http://www.lotc.org.uk/wpcontent/uploads/2011/03/G1.-LOtCManifesto.pdf</p> <p>Case studies in to Outdoor Learning show that pupils improved independence, speaking and listening, turn taking and responsibility. Learning beyond the school grounds also greatly improved the fitness, mobility, reducing anxiety levels and behaviours in the c</p>	<p>Forest school training Chiltern Rangers CiN grant to improve environment All pupils accessing outdoor learning as part of daily curriculum provision – observations. Pupils are making good or outstanding progress from their starting points – Pupil Progress Meetings PE/Physical development/PSHE</p>	<p>KL/HA</p> <p>SLT Curriculum team</p>	<p>Spring Term</p> <p>Autumn Term Ongoing</p>



Booker Park School

'Inspire – Enable – Achieve'

	<p>Outdoor Enrichment activities each half term. Staff led meeting to disseminate good practice on outdoor learning.</p>		<p>datashowing progress Behaviour Data will show reduced incidents. Ensure effective deployment of staff</p>		
Total budgeted cost					£15,000

ii. Academic 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?
<p>To sustain the progress in Maths, English and Science through specific interventions.</p>	<p>To use national SEND data and prior progress rates to best support progress expectations</p> <p>All staff to attend phonics training</p> <p>To implement specific 1:1 and/or group interventions for those pupils to promote sufficient progress in English, Mathematics & EHCP outcomes.</p>	<p>We want to invest PPG in ensuring that our pupils have a greater opportunity to access the curriculum and learning environment and for 1:1 interventions to consolidate knowledge and enhance experiences.</p> <p>The EEF Toolkit have identified that “Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress” https://educationendowmentfoundation.org.uk/tools/ta-online-course/structuredinterventions/recommendations-fiveand-six-unpacking-the-evidence/</p>	<p>The overall number of disadvantaged pupils making accelerated progress will be in line with non-disadvantaged peers.</p> <p>Pupil Premium intervention timetable to dedicate increased time and input from class.</p> <p>PPMs to clearly evidence pupils’ progress and areas for refinement.</p>		



Booker Park School

'Inspire – Enable – Achieve'

	<p>To ensure disadvantaged pupils receive interventions across the core subject areas.</p> <p>To increase the amount of pupils time allocated to interventions.</p> <p>To review the Progress meetings held with teachers to ensure teachers are held to account for pupils' progress.</p> <p>To monitor progress of pupils regularly to ensure progress expectations are being met.</p> <p>To deliver a nurture based approach for disadvantaged pupils.</p>		<p>Close monitoring of disadvantaged pupils to start with teachers.</p> <p>Nurture to be delivered to pupil premium pupils on a weekly basis, to incorporate Maths, English, Science & life skills.</p> <p>Pupils to receive Forest School curriculum incorporating Maths, English and Science.</p> <p>Teachers to ensure that interventions are taking place within the classroom to boost the progress of all pupils including disadvantaged.</p>		
--	---	--	---	--	--



Booker Park School

'Inspire – Enable – Achieve'

<p>To continue to develop additional speech and language and communication support. Areas covered to include communication or social understanding, social interaction, turn taking.</p>	<p>To ensure that pupils are given a range of different tools to be able to have a 'voice'.</p> <p>Specific Lead Practitioner to deliver speech and language program.</p> <p>Specific focus on communication through CPD</p>	<p>The range of varying needs at Booker Park require a range of different means to communicate, it is important that pupils are given the necessary tools to be able to communicate both at school and in the outside community,</p>	<p>Specific focus on communication through CPD implemented within teaching and learning. Pupils to show increased progress within Speaking and Listening – Pupil Progress Meetings.</p> <p>Pupils understanding and ability to have a voice will reduce recorded behaviour incidents.</p>		
<p>Total budgeted cost £ 25,000</p>					



Booker Park School

'Inspire – Enable – Achieve'

iii. Non-Academic 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?
To help develop pupils' co-ordination and meet sensory needs through Horse Riding	Classes to access Horse Riding	Research from the RDA states that "horse riding with RDA delivers physical benefits, boosts confidence, improves communication skills and helps to build relationships." https://www.rda.org.uk/impact/	Case studies and progress reports on how each individual pupil progresses. Physical development is measured and shown in Pupil Progress Meetings.	ML, CJ	After Covid lockdown allows. £2000
To ensure that all pupils access to educational visits	To ensure that all Year 6 pupils have equal opportunities and are able to attend the residential visits by subsidising these where necessary	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	Take up of this subsidy will be monitored by the School Office Manager.	SO	April 2020 £800`
To promote pupils life skills through a range of life experiences.	Class staff to deliver effective life skills interventions through the curriculum & using a nurture approach..	To work with individual pupils and groups to promote self help skills and encourage independence.	Pupils to have timetabled access to learning through food sessions. Increased opportunities for community based trips to share in everyday experience	Class staff Curriculum leads	



Booker Park School

'Inspire – Enable – Achieve'

			Nurture principles applied to specific pupils.		
To raise awareness of mental health amongst pupils, families and staff	Mental Health Lead Designated Well-Being Champion and Mental Health First Aiders Training of staff in school to support Resources being purchased Family workshops being organised by Mental Health Lead To purchase JIGSAW curriculum	The importance of supporting pupils and adults with their Social, Emotional and Mental Health is becoming increasingly high. The number of pupils in school and their families who suffer from a mental health condition is increasing. £500 To cover mental health, PSHE and RSE. £500	Monitor and support the Mental Health lead in school. Family support team to work with the mental health team organising workshops specific to the needs of the parents.	KL	
To maintain and increase partnerships with families, to support pupils underachieving through Family Support	Wage of the family Support to develop family attendance, learning and well-being support.	To work with families, accessing resources, to help increase their involvement in the education and welfare of pupils.	Interactive family Learning days - Parents Questionnaire. Communication diaries for parents. Designated Family Support team member for each family. Regular contact with pupils parents which need support- Parents Questionnaire.	KL HA-B ES	
To reduce behaviour incidents involving Disadvantaged pupils	To run a weekly group based on the nurture principles.	To run a nurture group every Friday, to give pupils access to independence and the community.	Pupils to have a Boxall profile to measure progress.	KL/JB/HA-B	Half Termly Behaviour Incidents monitored



Booker Park School

'Inspire – Enable – Achieve'

	To run a rewards club, lego club, play therapy as required	OT & Behaviour lead to look at pupils across the school ensuring physical and sensory needs are being met. Greater need for OT to be working with teachers and pupils to meet the sensory needs of the pupils. To promote behavior by using positive outcomes	Referral system in place on CPOMs. Behaviour report analysed. Teachers use this consistently to promote behavior in the classrooms.		
Total budgeted cost					£ 20,800



Booker Park School

'Inspire – Enable – Achieve'

Booker Park School (long term Pupil Premium Strategic direction 2019 – 2022)

Our school vision: Through a multi-professional approach, we will create a high quality, inclusive, happy and safe school environment where pupils with a range of learning difficulties are:

- Inspired to engage in learning
- Enabled to realise their greatest level of independence and emotional resilience
- Supported to recognise and celebrate their achievements now and in the future

Our school motto is: 'Inspire – Enable - Achieve!'

In continuing to drive forward our school's long term vision over the next three years, we will focus on all pupils accessing quality first teaching. Academic interventions will be structured and targeted at Disadvantaged Pupils to maintain high progress. Non-Academic Targeted support aimed at the pupils and families in the most need of extra support.

Quality Teaching for All' Reading and Phonics	'Quality Teaching for All' Outdoor Experiences	'Academic Targeted Support' Interventions	'Non-Academic Targeted Support' Support' Enrichment	'Non-Academic Targeted Support' Well Being - Mental Health
<p>Booker Park key drivers include communication, independence and community. As a school, over the next three years, we want to develop our pupils by giving them the skills to read to be more independent when accessing the community in the future.</p> <p>By Year 3 Booker Park School will...</p> <ul style="list-style-type: none"> ✓ Start to refine the reading curriculum to ensure that both pre-phonics and systematic synthetic phonics, 	<p>Booker Park is committed to ensure that pupils continue to access the community as much as possible including the use of the outdoor areas and going off-site on trips and educational visits around the city/ country.</p> <p>By Year 3 Booker Park School will...</p> <ul style="list-style-type: none"> ✓ Develop the outdoor forest schools' provision for all pupils to access. ✓ Ensure that all outdoor classroom areas are to 	<p>Booker Park recognises the importance of pupils accessing specific interventions tailored to meet the needs of each individual child to ensure that they do not fall behind making their expected progress.</p> <p>By Year 3 Booker Park School will....</p> <ul style="list-style-type: none"> ✓ Consistently reviewing the pupils and the subjects they are receiving interventions 	<p>Booker Park believes in offering a range of enrichment activities for the pupils to access as part of their timetable as opportunities for our pupils outside of school are very limited. Enrichment activities are targeted to meet each of our CiC drivers.</p> <p>By Year 3 Booker Park School will...</p> <ul style="list-style-type: none"> ✓ Develop subject teams to promote their own enrichment activities across the school. 	<p>Booker Park are in the first year of being a Mentally Healthy School and are committed in raising the profile of the subject to best meet the needs of our pupils, families and staff. .</p> <p>By Year 3 Booker Park School will...</p> <ul style="list-style-type: none"> ✓ Embed Pupil's Wellbeing within the curriculum and wider school community

Pupil Premium Strategic Plan - -Jan 2021 – Kerry Lidgett



Booker Park School

'Inspire – Enable – Achieve'

<p>where appropriate, are fully embedded into everyday teaching.</p> <ul style="list-style-type: none"> ✓ Work with other similar schools to further develop our teaching and outcomes for pupils in Phonics. ✓ Engage parents in the importance of reading with their children and demonstrating best practice. ✓ Monitor the progress of both pupils and staff under the new Phonics program to ensure high standards are being consistently met. ✓ Share our best practice across the federation and with local schools on how to best teach Phonics to pupils with SEND. ✓ Use external phonics/reading training – Lesley Clarke/abc does 	<p>the same quality of the provision on offer in the classroom.</p> <ul style="list-style-type: none"> ✓ Launch new initiatives with mainstream schools across the local area. Offer Forest School training. ✓ Establish strong links between The Vale Federation schools for outdoor learning and physical exercise opportunities. 	<p>in to ensure standards remain high.</p> <ul style="list-style-type: none"> ✓ Review and develop effective communication between the class teacher and the team leader/SLT link to give the pupils the greatest support when in class. ✓ Ensure the interventions are to a high standard and consistent to the teaching found in the classroom. ✓ Develop a range of specific interventions (not just in the core subjects) to support the needs of the pupils. ✓ Maximise the use of TAs to support high quality learning (MPTA) 	<ul style="list-style-type: none"> ✓ Work closely with parents to engage them in workshops such as life skills for their child ✓ Maintain the way we subsidise trips to ensure that pupils continue to have the opportunity to access educational visits 	<ul style="list-style-type: none"> ✓ Work closely with the family support team and the mental health lead to run workshops to support our families ✓ Implement jigsaw into the PSHE curriculum ✓ Use the strategies of resilience and positive relationships to be life ready. ✓ Monitor and refine the work of the Mental Health lead in school to best suit the needs of our pupils and families.
--	---	---	--	---



Booker Park School
'Inspire – Enable – Achieve'