



School overview

Metric	Data
School name	Booker Park School
Pupils in school	227
Proportion of disadvantaged pupils	78
Pupil premium allocation this academic year	£97,400
Recovery premium funding allocation this academic year (2021-22): October 2020 Census numbers	£145 per pupil, £2000 guaranteed
Academic year or years covered by statement	2020-2023
Publish date	September 2021
Review date	July 2022
Statement authorised by	Christine Stephenson
Pupil premium lead	Kerry Lidgett
Governor lead	Becky Balardo

Disadvantaged pupil barriers to success

Families not engaging and fully understanding needs or strategies to support. Support strategies, such as communication using visuals, not used consistently between home and school.
The learning environment can be busy and noisy which creates a barrier for many pupils and therefore effects learning.
Quality first teaching across all school staff (teachers and support staff) who all show a good level of understanding of pupil's individual needs and strategies to support.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
For families to engage well with school and use consistent support strategies and communication with children at home and school.	Families will engage with school through regular 1:1 discussions, workshops and coffee/information sessions. Any persistent attendance issues will be addressed and supported.	July 2022.



To develop the environment to include outdoor learning and a forest school approach.	Pupils will be engaged in learning and progress will be good or better. Pupils emotional regulation will be supported through accessing the outside regularly as part of the curriculum.	July 2022.
To ensure that all staff are well trained to support pupils needs effectively, specifically disadvantaged pupils.	All staff will have access to training and develop their professional knowledge of developmental stages, strategies, assessment, etc...	July 2022

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
Priority 1	To appoint a FSW specifically for Booker Park school rather than the federation.
Priority 2	To introduce a Forest School approach to aspects of the curriculum.
Priority 3	To increase support staff hours to facilitate training and professional development
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Engaging families and increased home/school communication and partnership. 2. The learning environment. 3. Quality first teaching.
Projected spending	<ol style="list-style-type: none"> 1. £20,000.00 2. £25,428.00 3. £50,000.00 <p><i>(Leaving £1,972.00 for extra items such as uniform, equipment, trips costs, etc... for specific PP children)</i></p>

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
For home/school communication to improved and teachers working in partnership with parents/carers.	Improved outcomes and progress for pupils through improved communication with families.	October 2021



	<p>More consistent strategies used across home and school.</p> <p>Improved attendance for specific pupils.</p>	
To improve the outdoor curriculum.	<p>Pupils engaged in learning and regulated so able to attend to learning.</p> <p>Progress towards targets will be accelerated as pupils will be motivated to learn.</p>	October 2021 – July 2022
To improve quality first teaching from teachers and support staff so that pupils have the best support to make progress towards their targets. <i>(This will be the main focus for the recovery curriculum)</i>	<p>Pupils will make good or better progress towards their short and long term targets.</p> <p>All staff will show a good awareness of pupils needs and strategies to support.</p>	November 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	
Priority 2	
Barriers to learning these priorities address	
Projected spending	

Wider strategies for current academic year

Measure	Activity
Priority 1	To improve attendance and address any persistent attendance issues. Provide regular communication and support to improve attendance where possible (some medical reasons won't be able to improve immediately but support and learning provided as appropriate).
Priority 2	Improved engagement through working with the Chiltern Rangers Forest School to increase outdoor learning.
Barriers to learning these priorities address	Click or tap here to enter text.
Projected spending	Click or tap here to enter text.



Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that time is given to staff training and professional development.	Ensure that INSET and staff meeting time is planned to address any gaps in PP progress. Support staff to have working hours increased to facilitate weekly meetings/training.
Targeted support	Forest School will initially be targeted at PP children and developing engagement.	Work with Chiltern Rangers Forest School to plan and provide outdoor learning.
Wider strategies	Increasing family engagement and ensuring that the harder to reach families and those whose children arrive on transport have equal opportunity to communicate and work in partnership with school.	Following the success of a Federation family support worker (FSW), we will take this further to appoint a Booker Park School specific FSW, how will engage and support families, focusing specifically on PP families.

Review: last year's aims and outcomes

Aim	Outcome
To implement a consistent approach to the teaching of early sounds and systematic synthetic phonics for the three stages of learning.	Phonics training has taken place and a phonics lead has supported specific classes where appropriate. This will continue to be monitored and embedded but no further PP funding is required to continue.
To ensure pupils personal development is further fostered, through outdoor experiences which continue to enrich the curriculum.	This was unable to take place due to COVID and lockdowns, but we liaised with Chiltern Rangers Forest school who visited the site and have created a plan for the following academic year. This action will be carried over to 2021-22.
To sustain the progress in Maths, English and Science through specific interventions.	This was unable to take place due to COVID risk assessment stopping movement around school, using intervention small spaces and pupils not attending in lockdown. Progress and engagement in home learning was monitored but intervention will happen next academic year. Use of EfL, monitoring and annual reviews will look at progress towards outcomes for individual pupils.
To continue to develop additional speech and language and communication support. Areas	SaLT were involved in supporting families at home and staff in school with different children



Aim	Outcome
covered to include communication or social understanding, social interaction, turn taking.	to whom they worked with in class. This provided extra support during COVID and lockdown period.
To help develop pupils' co-ordination and meet sensory needs through Horse Riding	Horse riding was not taking place due to Covid and therefore this action did not take place.
To ensure that all pupils access to educational visits	Due to Covid this action did not take place. No educational trips that required funding took place.
To raise awareness of mental health amongst pupils, families and staff	DSL completed mental health awareness training for pupils and staff. Staff training took place and a mental health checklist in place. Sign posting for staff. Regular team meetings took place facilitated by SLT link with a well-being focus. Visual strategies were trailed to encourage staff to share feelings and zones. This worked successfully and will continue the following year.
To maintain and increase partnerships with families, to support pupils underachieving through Family Support	The appointment of a FSW has been very successful in supporting parents/carers with attendance issues, transport, SEN strategies, parental worries and sign posting. The FSW worked closely with the DSL team and supported many early help actions. This role has increased a lot and therefore we would like to expand this support further by having a FSW at each school.
To reduce behaviour incidents involving Disadvantaged pupils	Behaviour is now triangulated with safeguarding and attendance, all recorded on CPOMS. Specific pupils who are PP are tracked and behaviour patterns monitored. Team teach training was a result of racking these behaviour patterns.