

### Statement

1. Summary information					
School	Jewell Academy Bournemouth				
Academic Year	2017-2018	Total PP budget	£138,600	Date of most recent PP Review	Sept 2017
Total number of pupils	351	Number of pupils eligible for PP	124	Date for next internal review of this strategy	March 2018

2. Current attainment		
	<i>Pupils eligible for PP at Jewell Academy Bournemouth</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading, writing and maths combined	39%	%
% achieving above the expected standard in reading, writing and maths combined	0%	
% making at least expected progress in reading		%
% making at least expected progress in writing		%
% making at least expected progress in maths		%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Knowledge of all practitioners – who is disadvantaged and how are they doing in R,W,M?
<b>B.</b>	Emotional resilience, anxiety
<b>C.</b>	Additional Special Educational Needs and/ or additional language needs- are we addressing all needs?
<b>D.</b>	Pupils not attaining “greater depth” – are all pupils being challenged? Is there sufficient number fluency/reasoning for GD?
<b>External barriers</b>	
<b>E.</b>	Attendance rates for PP children
<b>F.</b>	Social care involvement/CP needs – chaotic lifestyle (organisational skills, attendance, parental support)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased focus on Pupil premium pupils and progress	Increase whole staff awareness and responsibility for progress by pupil premium children.  Continued raised awareness of this group by all practitioners including class teachers, support staff, middle leaders, pastoral staff, after school activity leads, music and sport leaders.
<b>B.</b>	Improved emotional resilience/self- regulatory behaviours	By using teacher assessments identify individuals’ improvements in social and emotional markers, improved growth mind-set. Implementation of Nurture group for KS2 pupils in addition to the KS1 group already running.
<b>C.</b>	Improve SEN pupil progress	By further assessment of needs by external agencies and training to improve practice (eg dyslexia friendly classrooms.) Monitoring of intervention groups run by all practitioners to assess outcomes.
<b>D.</b>	Improve percentage of disadvantaged pupils attaining ARE in R,W,M. combined	Class action plans stating where gaps in children’s achievements are, with clear strategies for filling these.
	Improve percentage of disadvantaged pupils attaining greater depth in R,W,M. combined	By having a clear focus on pupils currently at ARE and challenging them. By all staff having a better understanding of ARE and greater depth.
<b>E.</b>	Improved attendance for Pupil premium eligible group	Reduce the number of PAs among pupils eligible for PP and increase overall attendance for this group to improve in line with other pupils (95.2%, currently 93.6%.)
<b>F.</b>	Improve parental engagement in learning for all pupils	By providing Marvellous Me app for all families and training staff to use app to involve parents/carers in learning “Fab finishes” for the end of every half term topic that are well attended. External providers hosting parenting workshops, with a good attendance from Jewell parents.

5. Planned expenditure					
Academic year	2017/18				
<b>i. Quality of teaching for all</b>					
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?
Increase in number of children achieving ARE and GD in reading	FFT reading scheme to boost reading attainment: 4 LSAs running these 4 afternoons a week Reading recovery teacher working 1:1 with targeted children Breakfast and After School Clubs linked with reading for pleasure – invite specific children. SLEs from Trust and externally to support an increase in pace in lessons to ensure children are progressing at an accelerated pace.	Progress observed in previous years.  Discussion and research around reading for pleasure and the impact this has. Discussion with other schools that have seen an improvement following SLE impact.	Monitoring of attainment and progress in reading through the assessment tools linked with these schemes.  Monitoring through drop ins / learning walks.	Greta Attridge (GA)  Lorna Head (LH) Ellen Humphries (EH)	Half termly at Pupil Progress meetings: Class teachers, Inclusion Team, Lorna Head, Alex Waddington and Greta Attridge
Improve teacher understanding of the expectations for KS2 SATs in writing	CPD and book scrutiny by experts in the field. Action plans drawn up as a result. (Michele Rendall)  Role modelling of lessons to improve writing and achieving greater depth. (Jane Considine)	Good practice and SATs knowledge. Not having had a year 6 class at Jewell, most staff need this.	Writing weakest subject nationally and greatest gap for PP pupils. Evaluate CPD and impact on progress and attainment at ARE and GD.	LH and KM evaluate CPD and impact on progress. 2nd book look Feb 2018.	Feb 2018
Improve SEN pupil progress	Case Study SEN pupils Intervention Plan Impact review 6 weekly Assessment of specific barriers to learning for pupils not making progress, by external agency/expert Action plan as a result	Good practice External expertise: Wendy Joy, Total Children's Therapy; Educational Psychologist, etc.	Pupil Progress meetings 6 weekly. RG review IEPs with teachers individually. RB monitor impact records from support staff.	Rebecca Bartlett (RB) Rachel Godwin (RG)	Half termly at Pupil Progress meetings: Class teachers, Inclusion Team, Lorna Head and Alex Waddington
<b>Total budgeted cost</b>					£90,000
<b>ii. Targeted support</b>					
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?
Reduce number of PAs  Improved attendance for PP pupils.	Monthly print out (SL) of attendance below 95% (all pupils and PP pupils); Analysis (RB); Discussion with EWO, SH; standard letters to targeted families re missed learning etc (SL). Meetings set for PAs (SH and RB)	National data.  Attendance Forum/ Practice of other local schools.  If children not in school they cannot be taught/ learn!	Attendance rates improve and number of PAs falls – with specific focus on PP children as well as on all pupils. Whole School target 96%. (PP pupils currently 93.6% - need 3%point improvement.	Sarah Lowe (SL)  Rebecca Bartlett (RB)  Sam Hurst (SH) BBC EWO	April 2018
Improve emotional resilience of Pupil Premium children	Implementation of Nurture group beyond KS1. (SB, RB, RG)  Implementation of "Trickbox" – whole school approach (RG)	Improvement in Boxhall profile of KS1 pupils. Practice of other schools.  New strategy – focuses on growth mindset, "I can't...yet."	Support from Sharon Bethall (behaviour specialist HLTA)  Rachel Godwin driving programme alongside the creators.	Rebecca Bartlett (RB)  Rachel Godwin (RG)  Sharon Bethall (SB)	April 2018
Improved focus on PP pupil progress and attainment	Data page per class identifies PP Stickers on books identify PP Marking- PP pupils books first Monitoring – work scrutiny PP pupils first Class Action Plan – PP pupils as focus group Audit extra curricular activity for PP pupils (pay for one club for one year if not attending clubs) Class roles and responsibilities for PP pupils Case Studies of PP pupils Parents of PP pupils to be specifically invited to workshops, events and targeted more frequently with Marvellous Me.	Local Good Practice Study (Heatherlands) showed increased awareness by all staff and increased parental involvement led to improvement in attainment for PP pupils.  Working alongside other AAT schools and discussing strategies that work well.	LH to collect data - for evidence file – analyse for impact. Check PP books for stickers Record monitoring of these books Teachers display list of roles and responsibilities in class Observe impact LH to discuss at Pupil progress meetings half termly starting with PP pupils LH collect case studies Feb and July to monitor impact Marvellous Me records Workshop records of attendance (Inclusion team)	Lorna Head (LH)  Alex Waddington (AW)  Inclusion Team	Half termly at Pupil Progress meetings: Class teachers, Inclusion Team, Lorna Head and Alex Waddington
<b>Total budgeted cost</b>					£15,000
<b>iii. Other approaches</b>					
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?
Increase parental engagement in learning	Parent questionnaire re How we can help parents support maths? As a result, run workshops or one to one sessions depending on need/requests. (Specific invites for PP parents)	Good practice evidence	Questionnaire replies Workshop attendance	Rebecca Bartlett (RB)	Feb 2018 July 2018

Increase parental engagement in supporting them at home	External providers hosting parenting workshops, with a good attendance from Jewell parents. (Specific invites for PP parents)	Discussion of impact with parents previously attended courses. E.g. PPP, Confidence unpacked	Attendance by Jewell parents	Rebecca Bartlett (RB)	Feb 2018 July 2018
<b>Total budgeted cost</b>					£15,000
<b>Total Spend</b>			£90,000	Surplus: £8,600 for resource purchasing for year 6 to support PP and G&T PP.	

## 6. Review of expenditure

**Previous Academic Year**

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

### ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

## 7. Additional detail

The review of expenditure is difficult to ascertain as the Principal has been in post since September 2017.