

**Pupil Premium Strategy Statement: Boston Pioneers Academy**

1. Summary Information					
School	Boston Pioneers Academy				
Academic year	2018/19	Total PP budget	£72,600 (estimated)	Date of most recent pp review	-
Total number of pupils	348 (As at 01.09.18)	Total number of pupils eligible for PP	55 (As at 01.09.18) Note: EYFS not yet known	Date for next internal review of this strategy	June 2018

Current Attainment – 2017/18 Data					
		Pupils eligible for PP (School 2018)	Pupils eligible for PP (National 2017)	Pupils not eligible for PP (School 2018)	Pupils not eligible for PP (National 2017)
Year 6 SATs	% achieving at or above in reading, writing and maths	Note: As a new school, we currently do not have any KS2 results as we have no pupils of this age.			
	% achieving at or above in reading				
	% making expected progress in reading				
	% achieving at or above in writing				
	% making expected progress in writing				
	% achieving at or above in maths				
	% making expected progress in maths				
Year 2 SATs (9 PP)	% achieving at or above in reading	7/9 = 78%	61%	30/51 = 59%	78%
	% making expected progress in reading	8/9 = 89%			
	% achieving at or above in writing	7/9 = 78%	52%	24/51 = 47%	71%
	% making expected progress in writing	7/9 = 78%			
	% achieving at or above in maths	8/9 = 89%	60%	32/51 = 63%	78%
	% making expected progress in maths	8/9 = 89%			
	% achieving at or above in reading, writing & maths (comb.)	7/9 = 78%	52%	23/51 = 45%	71%
Year 1 Phonics (9 ch)	Passing the phonics screening check	7/9 = 78%	68%	37/50 = 74%	83%
Year 2 Phonics (9 ch)	Passing the phonics screening check (Y2 cumulative data)	9/9 = 100%	84%	49/51 = 96%	93%
EYFS (10 ch)	Achieving a good level of development	3/10 = 30%	54%	27/50 = 54%	71%
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	Emotional, Social & Behavioral issues:				

	<p>For some pupils, their emotional readiness for learning is a barrier to their progress. This is often due to personal and social trauma / poor home learning environment. 7 (13%) of the pupils with PP have had (within the last 12 months) or are still having involvement in the for of TAC, CIN, etc.</p>																					
<p>B</p>	<p>Gaps in Learning: Reading, Writing &amp; Maths</p> <p>In EYFS (2017 cohort), attainment on entry for PP pupils was significantly below ARE (4y6m). School average for PP pupils: 2y 10m – Reading 3y 2m - Writing 3y 4m – Number 3y 6m – Listening and Attention 3y 2m – Speaking 3y 6m – Understanding</p> <p>Poor CLL skills (Oracy) and Literacy are particular priority areas in EYFS.</p> <p>In EYFS (2017-18), of the 10 pupils eligible for PP, 4 children (40%) had SEND (3 of which have considerable additional needs and may well require an EHCP moving forwards) and so when looking at the data one must take this into account. However, 5 of the 10 had also had social care involvement (TAC / CIN) within the last 12 months / are still open to this. Although only 3 attained GLD at the end of EYFS, none were on track on entry. However, within individual strands, considerable progress was made from their individual starting points:</p> <table border="1" data-bbox="241 933 887 1273"> <thead> <tr> <th>Strand</th> <th>% ARE on entry</th> <th>% ARE on exit</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>30%</td> </tr> <tr> <td>Number</td> <td>0%</td> <td>50%</td> </tr> <tr> <td>Listening &amp; attention</td> <td>0%</td> <td>80%</td> </tr> <tr> <td>Speaking</td> <td>0%</td> <td>80%</td> </tr> <tr> <td>Understanding</td> <td>0%</td> <td>80%</td> </tr> </tbody> </table> <p>In Y1 (2017-18), pupils eligible for PP attained higher than their non-PP peers. (78%, 67% and 78% for reading, writing &amp; maths respectively). However, we have found from our experience to date that upon entering KS1 our pupils find it very hard to maintain accelerated progress rates seen in EYFS without considerable levels of additional intervention. In Literacy, the children do not have sufficiently embedded oracy / phonic application skills upon entering</p>	Strand	% ARE on entry	% ARE on exit	Reading	0%	40%	Writing	0%	30%	Number	0%	50%	Listening & attention	0%	80%	Speaking	0%	80%	Understanding	0%	80%
Strand	% ARE on entry	% ARE on exit																				
Reading	0%	40%																				
Writing	0%	30%																				
Number	0%	50%																				
Listening & attention	0%	80%																				
Speaking	0%	80%																				
Understanding	0%	80%																				

	<p>Y1, to maintain their progress when it comes to writing in particular (In 2017-18 67% of PP achieved ARE for writing; with 78% making expected progress). Likewise, in maths, they do not have a sufficiently embedded grasp of place value and the number system to sustain their progress in understanding the mathematical concepts required in Y1 without additional support to do so (In 2017-18 - 78% of PP achieved ARE for Maths; with 89% making expected progress). Of those not attaining ARE in the above areas of learning, all have SEND (Note: 4/9 have SEND).</p> <p>In Y2 (2017-18), pupils eligible for PP attained better than their non-PP eligible peers. 70% attained ARE in reading &amp; writing and 80% for maths. When Reading, some pupils are not fluent enough in their decoding upon entering Y2 to be able to comprehend at an age-appropriate level. Moreover, in writing, the pupils are able to construct their ideas for writing well but do not have a sufficient grasp of the technical aspects in order for them to use grammatical terms accurately and use wider forms of punctuation. Spelling is a particular weakness. In Maths, not all pupils have a sufficiently embedded grasp of place value and number fluency in order to be able to calculate efficiently. Of those not attaining ARE in the above areas of learning, all either have SEND or are an EAL recent arrival.</p> <p>In Year 3 (2017-18), pupils eligible for PP attained less well than their non-PP peers: 54%, 38% and 54% respectively for reading, writing and maths. However, 5/13 (38%) have SEND with 2 more pending assessment. Progress rates in writing are not strong enough (77% making expected progress from end of KS1 exit). As observed in Y2, the pupils have good ideas for writing, but do not have a sufficient enough grasp of the technical aspects of writing (grammar and punctuation) in order to reach ARE. Spelling is a particular weakness for this cohort. In Maths they do not have a sufficiently embedded grasp of the number system and fluency to be able to calculate efficiently.</p> <p>In Year 4 (2017-18), pupils eligible for PP attained poorly in all areas: 50%, 36% and 43% for reading, writing and maths respectively. The attainment of this cohort is a key priority for the school, in particular for writing. 8/14 PP eligible pupils (57%) have EAL and although the pupils often have good ideas for writing, they do not have a sufficient enough grasp of the technical aspects of writing (grammar and punctuation) in order to reach ARE. Spelling is also a particular weakness for this cohort. Of the remaining 6 pupils, 2 have SEND (Dyslexia). When reading, although the children can decode to a good level, they lack comprehension, especially when it comes to inference and deduction (EAL being a key factor here). In Maths the significant majority of pupils do not have a sufficiently embedded grasp of language in order to be able to reason and problem solve at an age-appropriate level; whilst others lack the ability to be able to calculate at speed / efficiently.</p>
C	16/55 (29%) of pupils eligible for PP are also EAL, some of which are new into the country. The significant majority of these pupils' parents have very limited English and as many do not speak any English at home, their only opportunity to rehearse the language is at school.
D	19/55 (35%) of pupils eligible for PP are also on the SEND register.
E	25/55 (45%) of pupils eligible for PP are Summer Born.
External barriers (issues which also require action outside school such as low attendance rates)	
F	Attendance – 16 of the 55 PP eligible pupils have attendance below 95%, with 5/55 = 9% being PA children (Attendance less than 90%).

2. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	Emotional, social and/or behavioral issues of identified pupils issues of pupils	<ul style="list-style-type: none"> <li>Pupils are more able to access learning and make</li> </ul>

	addressed through improving attentiveness, resilience and engagement, thereby helping them to develop 'learning readiness'.	<p>progress in line with non PP pupils.</p> <ul style="list-style-type: none"> <li>• Fewer behavioral incidents are recorded for targeted pupils.</li> <li>• For those pupils receiving targeted emotional, social / behavioral support, there is an improvement in their Boxall profile / Spence scale data.</li> </ul>
B	Improved reading attainment & progress rates: especially attainment in EYFS & in KS2 & progress if Y5 cohort (2018)	<ul style="list-style-type: none"> <li>• Gaps in learning are identified and support is given responsive to individual needs, (Inc. targeted support to address EAL / SEND needs).</li> <li>• Pupils discussed at half termly pupil progress meetings &amp; provision reviewed in light of this.</li> <li>• Pupils eligible for PP make similar rates of progress to 'other' pupils across Y1 – Y4 in reading, writing and maths. This will be measured via teacher assessments and moderated across the Trust of 7 schools.</li> <li>• The % of pupils working within ARE in all areas will rise termly (closing the gap in National figures if not already meeting / exceeding).</li> </ul>
C	Improved writing attainment and progress: Attainment across the Academy, and progress of PP pupils within Y5 cohort in particular. (2018)	
D	Improved maths attainment and progress rates: especially attainment in KS2 and progress of Y5 cohort (2018).	
E		
F	Attendance – Improved attendance rates, reduction in PA.	<ul style="list-style-type: none"> <li>• PP children have similar attendance rates to all other children (av. 96%+)</li> <li>• Overall reduction in PP PA % (Target = Below 8%)</li> </ul>

3. Planned Expenditure

Academic Year	2018/19					
Improving classroom pedagogy, provide targeted support and support whole school strategies using PP						
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 well implemented	Staff Lead	Date of reviewing implementation	Cost
Improved reading attainment & progress rates: especially attainment in EYFS & in KS2 & progress if Y5	Continued development (embedding) of guided reading based on reciprocal reading approach to enhance reading	"Whole group instruction has its place in literacy programs, but there are great benefits to students who are given the opportunity to have differentiated, teacher-led instruction in a small group	Staff Training on Guided Reading – Literacy SLE.  (Particular focus on new staff)	Lit SL	Jan 19, then termly in line with assessment data.	Staff Training: £185 (SLE Time)  Texts: £1000

Boston Pioneers Academy Pupil Premium Statement September 2018-19

<p>cohort (2018)</p>	<p>stamina &amp; improve comprehension (including the higher order reading skills of inference &amp; deduction) using high quality texts linked to termly topics.</p> <p>Initially rolled out April 2018.</p>	<p>setting. During small group reading instruction, the teacher’s goal is to assist students in developing an understanding of what they are reading, but also to encourage students to apply reading strategies they will need to become independent readers.”... “Training and support are likely to increase the effectiveness of small group tuition” – EEF Guidance (Small Group Tuition)</p>	<p>Purchase of additional guided reading texts to extend the level of challenge and to widen the vocabulary the children are exposed to.</p> <p>Monitoring of GR</p> <p>Support in developing GR for individuals as identified via monitoring activities.</p>			<p>(6 texts x 30 copies x av. £6 a book)</p>
	<p>Adoption of Ruth Miskin Phonics ‘Reading by November’ guidance in EYFS: 2 10m phonics sessions daily , with follow up writing and letter formation taught in small groups.</p>	<p>Ruth Miskin trials in IDACI 4 &amp; 5 schools have achieved high levels of success through this model .</p> <p>(Ruth Miskin Press Release 12<sup>th</sup> July 2018)</p>	<p>R, W, Phonics training for all of EYFS team.</p> <p>Provision of sound card sets for home practice &amp; linked parent workshops.</p> <p>1 x long-termly Phonics Development Days (Phonics consultant)</p> <p>Monitoring &amp; 1:1 support to individuals from Phonics</p>	<p>Phonics SL</p>	<p>Jan 19 then termly in line with assessment data.</p>	<p>RWInc. Training for new staff: £1560</p> <p>(places for 6 staff)</p> <p>3 x development days: £1500</p> <p>Cards for home practice: £300</p>

			Lead. Monitoring of progress data.			
	Continued adoption of 'Stage not age teaching for phonics'	Stage not Age phonics teaching for all those on RWInc. Programme ensures work is well matched to next steps and therefore progress is maximized.  <i>"The use of a systematic phonics programme is supported by very extensive evidence. Seven meta-analyses, which include studies of 5-7-year-old pupils, have consistently demonstrated the impact of phonics on early reading." (EEF Toolkit, Improving Literacy in KS1)</i>	R, W, Phonics training for all who deliver phonics.  1 x long-termly Phonics Development Days (Phonics consultant)  Monitoring & 1:1 support to individuals from Phonics Lead.  Monitoring of progress data.	Phonics SL	Jan 19 then termly in line with assessment data.	Accounted for previously
Improved writing attainment and progress: Attainment across the Academy, and progress of PP pupils within Y5 cohort in particular. (2018)	Adoption of whole-school Literacy progression document to facilitate a clear and consistent approach to the teaching of writing across the Academy. (Consistent approach to the teaching of writing	School Review (Summer 2018) noted that there was a need IN ks2 for better modelling of writing in order that pupils understood how to organize writing in a particular way to suit its purpose.  EEF Guidance Report (Improving Literacy in KS2, 2017) recommendation 4:	Training for all staff on new Literacy progression document.  Monitoring to ensure appropriately implemented in practice.  Specific CPD linked to shared, modelled & guided writing.	English SL	Jan 19 then termly in line with assessment data.	Lit Lead release time.

	<p>composition through modelling &amp; supported practice).</p>	<p>Teach writing composition strategies through modelling and supported practice</p> <p><i>“There is extensive evidence for the impact of teaching writing composition strategies through modelling &amp; supported practice.”</i></p>	<p>1:1 support provided to individuals by Lit Lead / SLE as monitoring dictates.</p> <p>Monitoring of pupil progress data.</p>			
	<p>To improve the quality of writing using high quality stimuli including the visual image.</p>	<p>As over 50% of our pupils have EAL and a significant % have SEND (Above National), having rich learning experiences upon which to draw upon when writing is essential. Core vocabulary and expressive language is a key focus area for us as virtually all of our EAL students are first generation EAL and so their only opportunity to rehearse &amp; practice English is at school.</p> <p>“Students gain and share knowledge linguistically and non-linguistically, and are better able to inquire, learn, and create new understanding when they engage in multiple modes of learning” (Moline, 2012).</p> <p>Class VR Case Study:</p>	<p>CPD on use of VR for all staff, inc. access to shared lesson collections: Class VR offers bespoke training linked to individual academy requirements.</p> <p>Monitoring of quality of writing (outcomes) from sessions using VR as a stimulus.</p>	<p>IT Champion</p>	<p>July 19 (Training Spring Term 2 2019)</p>	<p>£7500</p>

		<p><i>“From the very first lesson, we’ve found that it really helps the children with using descriptive and emotive language – they find it much easier to use a diverse range of adventurous vocabulary when they can link it to a real-life (or virtual) experience.”</i></p> <p><i>For EAL Pupils, VR Case Study on use of VR with English Language Learning, “There’s more in English Language Teaching than teaching syntax or grammar, and, that is keeping the students actively engaged, so that patterns of speech and language functions can organically, and not mechanically, grow as part of their language learning process. VR facilitates this perfectly.”</i></p>				
	<p>Further embedding of Talk for writing strategies across the school (inc. training for new staff).</p>	<p>EYFS baseline identified very poor verbal communication skills (CLL) on entry. As oracy comes before Literacy, we need to ensure children have the vocabulary with which to write &amp; to improve writing ability by giving pupils an understanding of the structure and elements of written language via verbal imitation,</p>	<p>Training for new staff.</p> <p>Monitoring by Phonics Lead (Talk for writing trained).</p> <p>Individual support offered as monitoring dictates.</p>	<p>Phonics Lead (Talk for Writing Trained)</p>	<p>Jan 19 then termly in line with assessment data.</p>	<p>SL release time</p>

		<p>composition &amp; rehearsal.</p> <p>EEF Talk for Writing Evaluation report concluded that in those trialing the project, “the project had a positive impact on pupils’ writing skills and improved their confidence with teaching writing.”</p>				
	<p>Implementation of unified, progressive approach to the teaching of spelling for those who have completed RWInc. Phonics (No nonsense spelling).</p>	<p>Spelling was identified as a whole-school area for development in 2018-19 as unit analysis indicated it was a key area of weakness. Once children have complete Read, Write, Inc. phonics, there is a lack of a whole-school pathway and progression for spelling.</p> <p>“What the programme does very astutely is build on high-quality phonics teaching by supporting children in understanding morphology, spelling strategies, the orthographic nature of words, patterns, word origins, common exception words and personal spellings” (Teachprimary Tried &amp; Tested)</p>	<p>CPD for all staff.</p> <p>Monitoring of spelling attainment / progress.</p>	English Lead	Jan 19 then termly in line with assessment data.	£300

Boston Pioneers Academy Pupil Premium Statement September 2018-19

<p>Improved maths attainment and progress rates: especially attainment in EYFS, KS2 and progress of Y5 cohort (2018).</p>	<p>Adoption of Mastery Approach to teaching of maths in EYFS.</p>	<p>School review Jan 18 identified that there needed to be increased expectations in terms of pupil outcomes in EYFS for maths.</p> <p>“When children can make connections in their learning, sustain their understanding and build on prior learning they are building a rich canvas of learnt experiences that makes them not only better Mathematicians but better learners altogether. That has to be the greatest benefit of adopting a mastery approach of all.” Pete Richardson, Third Space Learning, Nov. 17</p>	<p>Mastery training for EYFS staff.</p> <p>Follow up support from Trust Maths lead as required.</p>	<p>EYFS Lead</p>	<p>Jan 19 then termly in line with assessment data.</p>	<p>Maths Mastery in EYFS training £250</p>
	<p>Each KS2 Class to have a 10 minute Daily Mental Maths Challenge – covering all areas of the basic 4 operations in order to improve mental fluency &amp; times table challenges to ensure children learn multiplication and division facts up to 12 x 12.</p>	<p>Unit Analysis and Data tracking has identified pupil’s oral maths fluency across the academy as an area for improvement. The issue has been the retention of knowledge and skills, e.g. multiplication facts, previously taught. As their mental calculation skills &amp; fluency are not sufficiently developed, they find it hard to reason and problem solve effectively.</p>	<p>CPD by Maths SL on Times Table Rock Stars &amp; Mental Maths activities.</p> <p>Monitoring by Maths SL of mental maths progress and attainment.</p>	<p>Maths SL</p>	<p>Jan 19</p>	<p>£50 annual subscription</p>

	<p>Each KS1 Class to have 10 minutes of daily counting activities to improve mental fluency.</p>	<p>“Improving mental math — the ability to do calculations in your head without the aid of a calculator or a pencil — is crucial to learning advanced mathematical concepts and improving a child’s ability to reason and problem solve.” (D. Willingham, The Reasoning Mind)</p>				
	<p>Continued training &amp; re-accreditation of the schools Numbers Counts Teacher whose expertise is used to support the wider teaching staff team.</p>	<p>Our Numbers Counts Teacher has proved very successful in not only supporting individual pupils, yet the wider staff team in developing their knowledge of early maths and supporting those who have particular difficulties in mathematics.</p> <p>“Highly skilled teachers are one of the single most important influences on student success (Kane, Rockoff, &amp; Staiger, 2007).</p> <p>“It is essential staff are appropriately supported in developing QFT at every stage of their career, not just when an NQT as education is transforming at an rate.’</p>	<p>Edge Hill Link Tutor to assess (externally verified accreditation).</p> <p>Numbers Counts teacher to have dedicated time to work with Maths SL / wider teaching team as monitoring dictates.</p>	<p>Maths SL</p>	<p>July 19</p>	<p>£400</p>

		(Megan Schramm-Possinger).				
	Continued development of increased use of manipulatives to model and practice core numbers skills in all areas.  Focus: Use of Numicon resources to support development of core number skills in EYFS / Y1 & Bar modelling training from Y2+.	Staff skills audit identified Bar modelling as an area for development in 2018-19 and the school has a vast array of Numicon resources, yet only one member of staff is fully trained to use these  Ofsted- understanding the score 2012: A greater use of mathematical resources in open-ended tasks encourage teachers and children alike to view objects/images as tools or representations to help thinking. Flexible uses of resources can encourage flexible thinking. This approach can help develop a class- room 'culture' in which it is recognised that there are many paths to reach the same mathematical solution.  Turner and McCullouch (2004: 65) suggest that allowing choice in resources (either from a wide range or a selection chosen by their teacher) 'enhances the ability of children to apply their knowledge to new situations'	Training to be delivered by Local Maths Hub SLE or Trust Maths Lead  Monitoring by Maths SL re: use of manipulatives in the classroom.  1:1 support provided as monitoring dictates.	Maths SL	March 19	SLE Support:  1 day @ £350  2 staff @ £200 each = £400 (Numicon)

<p>To improve the attainment of children for whom English is an additional language (Currently 52% of school population).</p>	<p>To partake in the Bell Foundation EAL training programme: 'Language For Results' (Long-term, evaluated) which increases EAL attainment via developing the knowledge and skills of the school staff team.</p>	<p>The attainment of EAL pupils in Literacy is a key area of development for the Academy during 2018-19. EAL comprises of 52% of our school population (as at 04.09.18)</p> <p>The Bell foundation intervention is informed by research on EAL educational achievement and school approaches to the education of EAL students carried out by leading universities.</p> <p>The programme is designed to provide sustainable EAL provision embedded as part of a whole-school, integrated approach to supporting EAL learners and teaching staff.</p> <p>The intervention is bespoke-tailored to the individual school and covers CPD, workshops &amp; 1:1 support training as opposed to a 'one-size fits all' package of support.</p>	<p>The training is led by a Bell Foundation Licensed practitioner and there is in-built consistent and thorough evaluation of the effectiveness, quality and impact of the strategies implemented as a result of the training.</p>	<p>Bell Licensed Trainer.</p>	<p>Feb 2019</p>	<p>£3,000.00</p>
---	---	---	--	-------------------------------	-----------------	------------------

	<p>To increase the range of vocabulary that children are exposed to and understand by the adoption of whole-class Talk Boost strategies within EYFS / Y1.</p>	<p>Children’s CLL skills are low on entry: averaging 2y8m in 2016-17 &amp; 3y2m in 2017-18. As Oracy comes before Literacy, the school has identified speaking and listening as a key element of improving Literacy in EYFS / Y1.</p> <p>“Children with English as a first language made statistically significant progress compared to children receiving no intervention on 2 of the 3 language measures Children with English as an additional language have made statistically significant progress compared to children receiving no intervention on 2 out of 3 language measure.” (Talk Boost Interim Report, 2012)</p>	<p>Talk Boost Training for key staff.</p> <p>EYFS / English Lead to monitor implementation of whole-class strategies.</p> <p>Monitoring of impact via Talk Boost assessments &amp; EYFS CLL tracking.</p>	<p>EYFS Lead</p>	<p>Feb 19</p>	<p>Training &amp; materials: £480</p>
<p>To improve the progress and attainment of children with SEND in reading and writing.</p>	<p>To enhance staff knowledge, skills and understanding of meeting the needs of SEND pupils: Use of Clicker to support SEND pupils’ literacy / recording.</p>	<p>The attainment and progress of SEND pupils in reading and writing is an area of development for the Academy for 2018-19.</p> <p>“Use of Clicker resulted in almost three times the number of words being written, with more than twice the number of</p>	<p>Initial Clicker training for all staff.</p> <p>Follow up bespoke aspect training scheduled as needs dictate.</p>	<p>SENDCo in assoc. with IT Champion.</p>	<p>March 19</p>	<p>£2275  (lifetime license &amp; training)</p>

		<p>multi-syllabic words used. Pupils requiring significant or average support took over a third less time to complete their work when using Clicker. Overall, pupils required help or prompting 6.5 times less when using Clicker 7 to support their writing; highlighting the significance of Clicker 7 in encouraging independent work.” - Key findings of Clicker 7 research trial with children across the ability spectrum (2017)</p> <p>“Overall, pupils were able to produce a much higher level of writing, doubling the number of legible sentences in their work when using Clicker 7”, SEND Trial WJS School Norwich.</p>	<p>Follow-up monitoring activities by SENDCO, IT lead &amp; English Lead.</p>			
<b>Total budgeted cost</b>						<p><b>£3565.00</b>                  (Note, this is a % of the total cost above £19,450.00 in line with PP numbers: Based on predicted 55/300 PP Pupils).</p>

ii. Targeted support						
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff Lead	Date of reviewing implementation	Cost
A – Emotional, social and/or behavioral issues of identified pupils addressed through improving attentiveness, resilience and engagement, thereby helping them to develop 'learning readiness'.	Support for pupils suffering from lack of emotional resilience, mental health issues and anxiety through the delivery of the 'fun friends ' program @KS1 & 'Friends for Life' programme @ KS2.	<p>19 of our PP pupils have been identified as in need of emotional / social and/or behavioral support.</p> <p>The World Health Organisation cites 'FRIENDS for Life' as the only evidence-based programme effective at all levels of intervention for anxiety in children (WHO 2004).</p> <p>"By building a child's social and emotional capabilities we enable children to be happily engaged with others &amp; with society and to learn to develop fully, to attain and to Achieve", The Allen Report, 2011.</p>	<p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Clear referral process.</p> <p>Use of recognised programmes – FRIENDS for life (positive Mental health programme)</p> <p>All staff delivering the programme suitably trained to do so.</p> <p>Children have entry and exit point measurement (Boxall or Spence Scale) to track improvements.</p> <p>Central team to refer to other specialized services, Healthy Minds / CAMHS should individual needs dictate.</p>	Intervention Lead	April 2019	£2,100 (1/2 day a week of Wellbeing support worker)

<p>B Improved reading attainment &amp; progress rates: especially attainment in EYFS &amp; in KS2 &amp; the progress of Y5 cohort (2018).</p>	<p>Targeted reading interventions for pupils in receipt of PPG:  <b>1:1 Phonics</b> for those not making expected progress in EYFS / Y1 or not having met the required standard in the phonic screen (y2). This focuses on developing decoding and fluency skills.</p>	<p>As an Academy, we have had a proven record of success with getting our children decoding through a structured, synthetic phonics programme supported by high-quality one to one tuition. We therefore wish to continue this, yet extend it to cover EYFS as improved attainment by the end of EYFS will have a knock-on impact to attainment from KS1 &amp; upwards into KS2.  <b>EEF Research into RWInc. 1:1 phonics:</b> “The project found a positive impact on all pupils of an additional three months’ progress over the course of an academic year.”</p>	<p>Purchase of programmes &amp; training for staff in their delivery.  QA of interventions (internally &amp; externally) by PP Champion &amp; external consultant e.g. RWInc. Development day.  Monitoring of pupil progress each term.</p>	<p>Intervention Lead</p>		<p>Resources: RWInc. 1:1 intervention kits x 2 = <b>£800</b>  Training costs: Accounted for previously  Delivery of sessions: (Included within PP intervention staffing costs)</p>
	<p><b>Additional 1:1 or small group guided reading</b> for those working above the phonics level based on developing inference and deduction skills.</p>	<p>Academy data indicates that reading progress and attainment in KS2 is not as strong as in KS1. Not enough children are decoding fluently enough on entry to y2 to be able to comprehend at an age-appropriate standard. Moreover, with a significant</p>	<p>Purchase of ‘On Track English Reading’ Reading intervention materials &amp; training for staff in their delivery.  QA of interventions by Intervention Lead.  Monitoring of pupil</p>	<p>Intervention Lead</p>	<p>Jan 19 then termly in line with assessment data collection.</p>	<p>£350  Delivery of sessions: (Included within PP intervention staffing costs)</p>

		<p>proportion of pupils being EAL, pupils do not always have the core vocabulary to develop inference and deduction skills.</p> <p><b>Additional 1:1 / Small group reading:</b> Greg Brooks Emeritus Professor of Education, Sheffield University March 2016 research on effectiveness of interventions for struggling readers reviewed a range of interventions and concluded that at least 3 x 20 min reading with an adult/peer per week enhanced reading comprehension significantly.</p>	<p>progress each term.</p>			
	<p><b>Toe by Toe / Word Wasp</b> for those with identified SEND needs linked to reading e.g. Dyslexia.</p>	<p>Several of our PP pupils are diagnosed as dyslexic &amp; require a structured, multi-sensory reading recovery programme.</p> <p><b>Toe by Toe / Word Wasp</b></p> <p>In the initial Toe by Toe Pilot Study, the pupils began with an average reading age of 7y 11m and following the</p>	<p>Purchase of materials &amp; training for staff in their delivery.</p> <p>QA of interventions by Intervention Lead.</p> <p>Monitoring of pupil progress each term.</p>	<p>Intervention Lead</p>	<p>Jan 19 then termly in line with assessment data collection.</p>	<p>£300 (12 x £25 books)</p> <p>Delivery of sessions: (Included within PP intervention staffing costs)</p>

		programme this had risen to an average of 9y 11m, a gain of two years in reading age over a period of eight months of delivery.				
C. Improved writing attainment and progress: especially attainment in KS2 & progress of all cohorts, yet particularly Y5 cohort (2018)	Small group writing intervention.	<p>Academy data indicates that writing attainment requires improvement across the Academy, yet esp. from Y2+. School Review July 2018, noted how children in KS2 required increased opportunities to practice writing with clear modelling of text types in order that they understand how to organize writing in a particular way to suit its purpose.</p> <p><b>Small group writing intervention:</b></p> <p>EEF Improving Literacy in KS2 Recommendation 7: Use high-quality structured interventions to help pupils who are struggling with their literacy.</p>	<p>Purchase on 'On Track' writing materials (KS2)</p> <p>QA of interventions by Intervention Lead</p> <p>Monitoring of pupil progress each term.</p>	Intervention Lead	Jan 19 then termly in line with assessment data collection.	<p>£350</p> <p>Delivery of sessions: (Included within PP intervention staffing costs)</p>
Improved maths attainment and	Targeted, evidence-based Wave 2	13 pupils entitled to PPG funding fall into the Wave 2	Training for TAs & linked teacher on the delivery &	Intervention Lead	Jan 19 then termly in line with assessment	£2510 for all training &

<p>progress rates: especially attainment in KS2 and progress of Y5 cohort (2018).</p>	<p>interventions for appropriate pupils in receipt of PPG:</p> <p>Becoming First Class @ Number for securing ARE EYFS - New 2018-19</p> <p>First Class @Number1 (For securing ARE Y1) – Continued Provision.</p> <p>First Class @ Number2 (For securing ARE Y2) = Continued Provision</p> <p>Success@Arithmetic: Number Sense (y3-5) – Continued provision.</p> <p>Success @ Arithmetic Calculation (Y5) – New provision.</p>	<p>maths support bracket. (Working between 4 and 12 months below ARE).</p> <p>As an Academy, we have had significant results from the First Class programmes delivered to date.</p> <p>“Delivering targeted interventions in one to one or small group settings shows a consistent impact of attainment of approximately 3-4 additional months.” EEF research, Maximising Impact of Tas.</p>	<p>use of these interventions.</p> <p>QA of interventions by Intervention Lead &amp; Edge Hill Link Tutor.</p> <p>Monitoring of pupil progress each term.</p>		<p>data collection.</p>	<p>materials</p> <p>Delivery of sessions: (Included within PP intervention staffing costs)</p>
---	---	--	---	--	-------------------------	--

Boston Pioneers Academy Pupil Premium Statement September 2018-19

	<p>Targeted, evidence-based Wave 3 intervention for appropriate pupils in receipt of PPG:</p> <p>Numbers Count Intervention delivered by an accredited teacher – Continued provision.</p>	<p>10 pupils who are entitled to PPG currently have attainment in mathematics in excess of 12 months below ARE. (8 of these are also SEND).</p> <p>As an Academy we have had significant results from those undertaking the programme to date.</p> <p>“Children made an average Number Age gain of 17.5 months in only 4 months – over 4 times the expected progress. 96% of them showed more confidence and interest in learning mathematics in class after Numbers Counts.” Numbers Counts Impact study Research.</p>	<p>Continued CPD &amp; accreditation of Numbers Counts Teacher.</p> <p>QA by Edge Hill Link Tutor.</p> <p>Monitoring of pupil progress each term.</p>	<p>Intervention Lead</p>	<p>Jan 19 then termly in line with assessment data collection.</p>	<p>Continued accreditation £400 (accounted for earlier)</p> <p>Session costs: £8,040 (1.5 hours a day)</p>
<p>Improved progress &amp; attainment in reading, writing &amp; maths of Y5 cohort.</p>	<p>An additional English Specialist teacher to teach in Y5, delivering teacher-led interventions to target pupils from December – July (2 terms).</p>	<p>The Y5 cohort (2018-19) have particularly low attainment and require their progress from baseline rates to be accelerated significantly.</p> <p>“The average impact of teaching assistants delivering structured interventions is less than that for interventions taught by experienced qualified teachers.” – EEF Guidance Report, Improving</p>	<p>Three teachers for the cohort of 60 would allow for more targeted teaching matched to individual gaps in learning.</p> <p>Termly assessment data tracking.</p> <p>Internal and external moderation.</p>	<p>Head of Academy</p>	<p>March 19 then termly in line with assessment data.</p>	<p>Afternoons only teacher (15 hours a week for 2 terms – 26 weeks) £10,700</p>

Boston Pioneers Academy Pupil Premium Statement September 2018-19

		Literacy in KS2.				
	Easter School for target pupils.	The Y5 cohort (2018-19) have particularly low attainment and require their progress from baseline rates to be accelerated significantly.  “The average impact of teaching assistants delivering structured interventions is less than that for interventions taught by experienced qualified teachers.” – EEF	Engage with families early to ensure are on-board with attended out of hours tuition.  Delivered by experienced teachers who have a good understanding of children’s individual gaps in learning.	Head of Academy	April 2019	£1500 (Staffing – 5 days x 2 teachers x 6 hrs a day)
<b>Total budgeted cost</b>						<b>£63,576</b>
<p>The PPG intervention staff team in addition to any staffing listed above includes:                  1 x qualified teacher (p/t – PMs only) @ £13,400                  2 x TAs (PM) @ £10,713 each                  1 x apprentice TA (PM) @ £3,800                  Total = £38,626</p>						

iii. Other approaches						
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff Lead	Date of reviewing implementation	Cost
Improve overall attendance figures for PP children.  Reduce the number of ‘late’ children.  Reduce % of persistent absence.	Admin to monitor attendance figures.  EWO to continue to follow legal proceedings for PA children.  Continue with daily ‘late gate’  Continuation of	NfER briefing for school leaders identified addressing attendance as a key step in improving outcomes:  “We can’t actually improve attainment for children if they aren’t in school.”	Working with admin, Trust EWO & attendance team, the HT will monitor the attendance of identified PP children and provide family support to overcome barriers to attending school.	HoA	Jan 2019	£2100 (Time to monitor / EWO costs).

Boston Pioneers Academy Pupil Premium Statement September 2018-19

	<p>First Day response provision by EWO team.</p> <p>Reward good attendance, e.g. Termly Awards.</p>					
Inclusion – Financial support for PP families	<p>Provide support with school uniforms, trips and breakfast club access.</p>	<p>Children are in school and are well equipped to learn.</p> <p>EEF research into impact if breakfast club provision on pupil attainment indicates that this provision ‘delivered an average of 2 months’ additional progress for pupils’.</p> <p>EEF school uniform research indicates that ‘school uniform leads to improvements in pupils’ behavior and that although improved behavior, on its own, does not necessarily lead to better learning, it is an important precondition’</p>	<p>Log attendance at breakfast club &amp; behavior tracking (lesson engagement).</p>	Head of Academy	July 2019	£1000
Family learning for the families of PPG pupils in EYFS.	<p>Target EYFS PP pupils’ families with Family Learning in order to create a culture for learning within the family from an early age.</p>	<p>As a school, we wish to get the families of pupils who will be entitled to PPG on-board early, increasing their involvement in their child’s education from day one.</p> <p>“Family Learning is a highly</p>	<p>Bespokely planned workshops provided by Lincolnshire Family Learning Team. (3 projects over course of the year).</p> <p>Engage with families early to promote a positive ‘buy</p>	Family Learning Teacher.	January 19 (After first project completes) and then in line with end point of each individual programme.	£1400

		effective way to raise aspirations, increase parental involvement in their child's learning, improve outcomes and close the attainment gap. It provides a simple solution that enables schools to have a positive influence on the home learning environment." Raising Pupil Attainment Through Family Learning Research Guidance, 2016.	in'. Externally QA'd.			
<b>Total budgeted cost</b>						<b>£4500</b>

4. 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
a. Emotional issues of pupils addressed through improving attentiveness, resilience and engagement (PP pupils with emotional issues are in all year groups in	Training for Teachers and TAs to promote independence and self-scaffolding by pupils in lessons via the EEF research MITA (Maximising the Impact of TAs). (Mobilise Project 2017-18)	MITA Training feedback shows a clear improvement in staff knowledge & understanding of scaffolding for learning:	Scaffolding techniques are to be continued as staff report they are helping pupils to become more independent in their learning (less dependent upon adult support).	£500 MITA Training

<p>KS1 &amp;2)</p>		<table border="1"> <thead> <tr> <th>Learning Outcome</th> <th>Start of the Course</th> <th>End of the Course</th> </tr> </thead> <tbody> <tr> <td>Understanding the complementary roles and responsibilities of the teacher and TA in the classroom</td> <td>63%</td> <td>95%</td> </tr> <tr> <td>Understanding scaffolding as a theory</td> <td>48%</td> <td>90%</td> </tr> <tr> <td>Understanding what 'pupil independence' means in relation to scaffolding</td> <td>48%</td> <td>98%</td> </tr> <tr> <td>Understanding what kind of talk best supports learning</td> <td>55%</td> <td>95%</td> </tr> <tr> <td>Understanding prompting, clueing and modelling as scaffolding strategies</td> <td>55%</td> <td>95%</td> </tr> <tr> <td>Understanding when and how to use the above strategies</td> <td>55%</td> <td>88%</td> </tr> <tr> <td>Understanding assessment for learning</td> <td>45%</td> <td>95%</td> </tr> <tr> <td>Planning ways of putting the above strategies into practice</td> <td>40%</td> <td>90%</td> </tr> </tbody> </table> <p>However, the impact of this in terms of its impact on building pupil resilience is very hard to measure. Monitoring records from lesson observations indicate the regular use of these strategies evident in class, yet their impact upon pupil resilience is more difficult to measure.</p>	Learning Outcome	Start of the Course	End of the Course	Understanding the complementary roles and responsibilities of the teacher and TA in the classroom	63%	95%	Understanding scaffolding as a theory	48%	90%	Understanding what 'pupil independence' means in relation to scaffolding	48%	98%	Understanding what kind of talk best supports learning	55%	95%	Understanding prompting, clueing and modelling as scaffolding strategies	55%	95%	Understanding when and how to use the above strategies	55%	88%	Understanding assessment for learning	45%	95%	Planning ways of putting the above strategies into practice	40%	90%		
Learning Outcome	Start of the Course	End of the Course																													
Understanding the complementary roles and responsibilities of the teacher and TA in the classroom	63%	95%																													
Understanding scaffolding as a theory	48%	90%																													
Understanding what 'pupil independence' means in relation to scaffolding	48%	98%																													
Understanding what kind of talk best supports learning	55%	95%																													
Understanding prompting, clueing and modelling as scaffolding strategies	55%	95%																													
Understanding when and how to use the above strategies	55%	88%																													
Understanding assessment for learning	45%	95%																													
Planning ways of putting the above strategies into practice	40%	90%																													
<p>B. Improved reading progress rates from EYFS exit – end of KS1 and KS1 exit to end of Y3/4.</p>	<p>Stage not Age Phonics teaching in small groups.</p> <p>Revised Guided reading practice and procedures across KS2 in order to improve children's comprehension (esp. for those children for whom English is an additional language).</p>	<p>EYFS Stage Not Age Phonics:</p> <p>In EYFS the % of all pupils working at ARE on entry for reading was 7% (30-50s or above). This rose to 58% by the end of the year.</p> <p>In Year One: Reading:</p> <table border="1"> <thead> <tr> <th></th> <th>% All children making good progress</th> <th>% All children making accelerated progress</th> <th>% PP children making good progress</th> <th>% PP children making accelerated progress</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>96%</td> <td>56%</td> <td>89%</td> <td>44%</td> </tr> </tbody> </table> <p>Phonics Screen results, although below National at Y1 (74%) rose 3% on the previous year and in Y2 cumulative figures, were above National at 96%. With 58% of the cohort having English as an additional language (first-generation), we feel</p>		% All children making good progress	% All children making accelerated progress	% PP children making good progress	% PP children making accelerated progress	Y1	96%	56%	89%	44%	<p>Stage not age teaching for phonics continues to work well with very strong progress rates which help us to close the significant gaps evident upon entry to school. This is a strategy we will therefore continue.</p> <p>The revised guided reading showed a clear impact when one looks at the April – July data, yet will require further embedding over the coming academic year to increase attainment in all year groups. This is a strategy that we will continue.</p>	<p>£3900</p>																	
	% All children making good progress	% All children making accelerated progress	% PP children making good progress	% PP children making accelerated progress																											
Y1	96%	56%	89%	44%																											

		<p>these are strong results.</p> <p>New guided reading procedures went into place from April 18+. During the school review 10.07.18, it was noted that, 'The revised guided reading structure is now in place and work in books shows much improved coverage and many examples of response to reading.'</p> <p>However the impact on attainment and progress data will take time to show as systems need time to embed.</p> <p>The % of pupils making accelerated progress from their end of Key Stage baseline to July 18:</p> <table border="1" data-bbox="633 635 831 770"> <tr><td>Y1</td><td>56%</td></tr> <tr><td>Y2</td><td>30%</td></tr> <tr><td>Y3</td><td>23%</td></tr> <tr><td>Y4</td><td>40%</td></tr> </table>	Y1	56%	Y2	30%	Y3	23%	Y4	40%				
Y1	56%													
Y2	30%													
Y3	23%													
Y4	40%													
<p>C.</p> <p>Higher attainment in Writing from y2+</p> <p>Improved progress in writing from EYFS exit or KS1 exit baseline.</p>	<p>Improving children's oracy via the implementation of Talk for Writing techniques.</p> <p>Developing children's understanding of GAPs &amp; their ability to apply this when writing both in Literacy and Across the curriculum through the adoption of a school-wide approach to introducing sentence structures and punctuation which then builds progressively through the year.</p>	<p>Writing attainment remained largely consistent with the previous year across the academy and attainment in writing at the end of KS1 remained in line with 2017 figures @52%.</p> <p>Writing progress figures however increased:</p> <table border="1" data-bbox="633 938 1111 1209"> <thead> <tr> <th>Year</th> <th>% Making accelerated progress over course of academic year (14 months or more in 12)</th> </tr> </thead> <tbody> <tr><td>Y1</td><td>55%</td></tr> <tr><td>Y2</td><td>34%</td></tr> <tr><td>Y3</td><td>19%</td></tr> <tr><td>Y4</td><td>44%</td></tr> </tbody> </table> <p>The school review in July noted that in KS1 work in books evidences 'content in line with ARE, good modelling &amp; teaching sequences which have enabled pupils to produce quality writing across a range of genres', and likewise in Y3 it noted, 'A better understanding of how to structure writing for different audiences and purposes, covering a range of</p>	Year	% Making accelerated progress over course of academic year (14 months or more in 12)	Y1	55%	Y2	34%	Y3	19%	Y4	44%	<p>Progress rates in Y1 were strongest, where a blend of Talk for Writing, High Quality Stimuli for writing &amp; colorful semantics to improve sentence construction had greatest impact.</p> <p>The school reviews undertaken in 2017-18 highlighted the need for a more consistent approach to writing being adopted across the Academy (Esp. the teaching / modelling of different text types). This was hoped to be in place from February last year, yet due to the availability of the trainer and the follow-up work required after training to develop this, the resulting Literacy progression document will not be in place until Sept 2018+. Nevertheless, in Y1 where Talk for writing was fully embedded and Y2 and Y4 which trialed the Alan Pete sentence types from April onwards, the highest % in terms of accelerated progress rates were seen.</p>	<p>£1800</p>
Year	% Making accelerated progress over course of academic year (14 months or more in 12)													
Y1	55%													
Y2	34%													
Y3	19%													
Y4	44%													

		<p>extended genres. The learning journey through model, practice and apply is evident.’</p> <p>In Y4 it was noted that, ‘although there are many short grammar activities to ensure they have a better understanding of the technical aspects of writing, better modelling is needed when it comes to whole-text cohesion.’</p>	<p>This will continue into the next academic year in order for us to be able to assess the full impact of the approach.</p>																											
<p>D. Higher attainment in maths in KS2.  Higher rates of progress in maths from EYFS exit or KS1 exit baseline.</p>	<p>Enhance QFT in maths by developing the teaching team’s knowledge and skills in relation to the teaching of maths mastery with a specific focus upon the use of concrete apparatus and pictorial representations in maths.</p> <p>Improve mental fluency with number facts in order that pupils are then able to calculate and reason more effectively via daily counting, inc. multiplication tables. (Times Table Rock Stars)</p>	<p>Attainment in math stayed largely stable with the exception of Y4 which saw a considerable rise, yet was also the year group with the most progress to make.</p> <table border="1" data-bbox="633 539 1301 946"> <thead> <tr> <th></th> <th>Term 1 % working within ARE 2017</th> <th>Term 6 % working within ARE* 2018</th> <th></th> </tr> <tr> <th>All pupils</th> <th colspan="2">Maths</th> <th>Notes:</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>66%</td> <td>61%</td> <td>-5%, yet 3 new arrivals (5%), &amp; 6 left (12%)</td> </tr> <tr> <td>Year 4</td> <td>29%</td> <td>45%</td> <td>+16% 3 new arrivals (5%)</td> </tr> </tbody> </table> <p>Maths progress rates:</p> <table border="1" data-bbox="633 1010 1301 1281"> <thead> <tr> <th>Year Group</th> <th>% of students making accelerated progress over the year (14m+ in 12 months)</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>54%</td> </tr> <tr> <td>Y2</td> <td>41%</td> </tr> <tr> <td>Y3</td> <td>25%</td> </tr> <tr> <td>Y4</td> <td>56%</td> </tr> </tbody> </table> <p>Staff survey pre-post training indicated 92% of teaching staff felt more able to delivery mastery teaching effectively as a result of the training received.</p>		Term 1 % working within ARE 2017	Term 6 % working within ARE* 2018		All pupils	Maths		Notes:	Year 3	66%	61%	-5%, yet 3 new arrivals (5%), & 6 left (12%)	Year 4	29%	45%	+16% 3 new arrivals (5%)	Year Group	% of students making accelerated progress over the year (14m+ in 12 months)	Y1	54%	Y2	41%	Y3	25%	Y4	56%	<p>We have not observed any significant rise in attainment in maths as a result of the mastery approach adopted, yet progress rates were pleasing. Like any new approach, this will require further embedding before the impact is seen in attainment rates.</p> <p>The approach will be extended to include EYFS for the academic year 2018-19.</p>	<p>£2000 training &amp; concrete resources.</p>
	Term 1 % working within ARE 2017	Term 6 % working within ARE* 2018																												
All pupils	Maths		Notes:																											
Year 3	66%	61%	-5%, yet 3 new arrivals (5%), & 6 left (12%)																											
Year 4	29%	45%	+16% 3 new arrivals (5%)																											
Year Group	% of students making accelerated progress over the year (14m+ in 12 months)																													
Y1	54%																													
Y2	41%																													
Y3	25%																													
Y4	56%																													

Boston Pioneers Academy Pupil Premium Statement September 2018-19

		100% of maths teaching was deemed to be good or better (July 18)		
Improved attainment and progress in writing for pupils entitled to PPG funding who have English as an additional language.  The % of EAL PP pupils meeting ARE in writing in all year groups will rise termly towards NA.	Whole School EAL awareness training: 'EAL Learners, Accelerating progress' via CONNECT TSA.  3-way split for current Y4 cohort (Highest % of EAL & SEND pupils, second highest % of PPG pupils).	In July 2017, only 20% of EAL pupils entitled to PPG were working at ARE or above in writing. In July 2018 this had risen to 47% (+27%) The average progress over the course of the academic year for EAL students entitled to PPG funding was +16 months.  The 3-way split for the current Y4 cohort was only in place for one term due to the intervention teacher being on maternity leave.	It is hard to determine the impact of this training on progress as it is only one aspect of a far larger approach to improving writing. However, staff feedback has led the academy leadership to identify the Bell Foundation 3-year program on supporting EAL learners in schools as a key aspect of our CPD program for the academic year 2018-19 onwards.	£10,032
ii.				
a. Pupils engaged in learning and making good progress	Support for pupils suffering from lack of emotional resilience, mental health issues and anxiety through the delivery of the 'fun friends program' @ KS1 (A play-based social skills training programme) and the 'Friends for Life' programme @ KS2.	Of the 8 pupils who took part in this programme, 50% saw a clear reduction in terms of their anxiety level according to their pre and post-intervention Spence scale survey.  100% of pupils reported they felt more confident as a result of participating in the program.	Although not all pupils reported a drop in anxiety levels, the 100% reporting that they felt more confident as a result of it shows its value in terms of mental health and wellbeing.  We will continue with this intervention moving forwards and potentially look to expand the range of mental health interventions we offer to include fluent coaching or lego therapy for those with ASD.	£1000

Boston Pioneers Academy Pupil Premium Statement September 2018-19

<p>B2. Improved progress in reading (esp. from Y2+)</p>	<p>Targeted reading interventions for pupils in receipt of PPG:</p> <p>1:1 Phonics (Teacher or TA led) for those not yet meeting the required standard in the phonic screen (focused on developing decoding and fluency skills)</p> <p>Or</p> <p>Additional guided reading for those working above the RWInc. Phonics programme based on developing inference and deduction skills.</p>	<p>There was an increase in the % of PPG entitled pupils working within ARE for reading from the start to the end of the academic year: 54% - 58%</p> <p>The average progress rate for reading was +14 months in 12 months (An additional average 2 month gain).</p> <p>The most significant increases were seen in EYFS where 1:1 tuition for phonics saw pupil progress rates average +22 months in just 12 &amp; in Y1 where progress rates averaged +15 months.</p>	<p>The 1:1 phonics tuition we offer continues to be one of our highest-impact interventions and we will maintain this moving forwards.</p> <p>The additional guided reading sessions were less successful, despite additional staff training for TAs in this area. It has therefore been decided that a more structured, evidence-based intervention package for reading would be more effective from y2 upwards for 2018-19+.</p>	<p>£10,250 (Training &amp; session delivery costs)</p>
<p>B1 Improved attainment in writing from y2+. Improved rates of progress in writing from y2 onwards, yet in particular upon transition into KS2.</p>	<p>Targeted writing interventions for pupils in receipt of PPG:</p> <p>Alan Peat's Sentence structures based work (Small group additional guided writing).</p> <p>Fine motor skills: EYFS: Dough Gym and Wriggle whilst you squiggle! Y2+ = Write From the Start. (New intervention 2017-18)</p>	<p>There was a small increase in the % of PPG entitled pupils working within ARE for writing from the start to the end of the academic year: 42% - 46%</p> <p>The average progress rate for writing was +13 months in 12 months (An additional average 1 month gain).</p> <p>The most significant increase was seen in EYFS where fine motor skills intervention &amp; small group additional writing led to an average progress rate of +15 months for PPG entitled pupils.</p> <p>The small group additional guided writing sessions did not have the desired impact as they only resulted in good as opposed to accelerated progress rates.</p>	<p>The strategies put in place in EYFS will be maintained. However, the small group additional guided writing led by TAs will be replaced with an evidence-based writing intervention programme for 2018-19+ delivered by either a teacher or an appropriately trained TA.</p>	<p>£9,000 (Session delivery costs)</p>

Boston Pioneers Academy Pupil Premium Statement September 2018-19

<p>B3 Improved attainment in mathematics (KS2)</p> <p>Higher rates of progress in maths from end of EYFS – Y2 and end of KS1 – End of y3/4.</p>	<p>Targeted Maths interventions for pupils in receipt of PPG: Numbers Counts (Specialist 1:1 intervention for those who have the greatest difficulties with mathematics. (New for 2017-18) First Class 1: For Y2 or above pupils who failed to reach ARE by the end of y1. (Continuation) First Class 2: For Y3 or above pupils who failed to reach ARE by the end of y2. (Continuation) Success @Arithmetic: Number Sense – For y4 pupils who need support to understand the number system and develop fluency with number facts. (New for 2017-18)</p>	<p>There was a significant increase in the % of PPG entitled pupils working within ARE for maths from the start to the end of the academic year: 46% - 65% (+19%)</p> <p>The average progress rate for maths was +14 months in 12 months (An additional average +2 month gain).</p>	<p>The evidence-based, structured interventions have led to a significant increase in the % of PPG entitled pupils working at ARE and so as an Academy we will not only be continuing these, yet expanding the menu of these interventions that we offer to include one for Y1 and Y5.</p>	<p>£11,500</p> <p>(Training &amp; session delivery costs)</p>
<p>Improved attainment and progress in writing for pupils entitled to PPG funding whom have English as an additional language.</p>	<p>Implementation of a dedicated language acquisition programme for recently arrived EAL pupils. EYFS: Bridge Project</p> <p>Y1+ Language Builders</p>	<p>There was a significant increase in the % of PPG entitled EAL pupils working within ARE for writing from the start to the end of the academic year: 21% - 43% (+22%)</p> <p>The average progress rate for writing was +16 months in 12 months (An additional average +4 month gain).</p> <p>The most significant gain was seen within EYFS where the Bridge Language Project helped secure an average progress rate of +24 months within 12 and the % of PPG entitled EAL pupils rising from 0% at baseline to 75%.</p>	<p>The Bridge Project continued to have a significant impact on standards, not just for those entitled to PPG, yet all who accessed the program. However, this project will be replaced for the academic year 2018-19+ with a comprehensive Family Learning program co-led by the Bridge Project teacher.</p> <p>The 'language builders' intervention had less impact as it was TA led intervention which has no prescribed materials, only a series of objectives to be covered and this will be replaced from 2018-19+ by the 'Race to English' project which has a</p>	<p>£1875</p> <p>(Materials &amp; delivery costs)</p>

			stronger evidence base and prescribed materials.	
iii.				
Emotional issues of pupils (7 children) addressed through improving attentiveness, resilience and engagement (PP pupils with emotional issues are in all year groups in KS1 & 2)	Supporting identified children through the delivery of the 'fun friends program' @ KS1 (A play-based social skills training programme) and the 'Friends for Life' programme @ KS2 (A play-based group for helping children and teenagers cope with feelings of worry, fear and sadness).	See Section 2a.	See Section 2a.	Accounted for earlier
Attendance – To improve the attendance rates of children entitled to PPG grant.	Extended Services Attendance Team Support.	Overall attendance 2017-18 was : 95.63% Overall disadvantaged attendance was: 95.40%  PA: At the end of Term 1 (2017-18) there were 8 pupils entitled to PPG who were classed as PA. This dropped to 4 by the end of term 6, one of which being a child with an EHCP.	We will continue to use the extended services attendance team to work with our PPG entitled families to help secure good attendance in order that we are able to secure better academic outcomes for them.	£2100

<b>5. Additional details</b>
Further supporting information