



Burton Manor Primary School-Pupil premium strategy statement

1. Summary information					
School	Burton Manor Primary School				
Academic Year	2017/18	Total PP budget	£85,800	Date of most recent PP Review	May 2017
Total number of pupils	308	Number of pupils eligible for PP	66 (April 17) 69 (July17)	Date for next internal review of this strategy	September 2018

Current attainment- Early years & KS1			
	<i>Pupils eligible for PP (in school)</i>	<i>Pupils eligible for PP (National data)</i>	<i>Pupils not eligible for PP (National data)</i>
% of PP pupils who achieved GLD at the end of Reception	50%	60%	76%
% of pupils who achieved the Year 1 phonics check	90%	68%	81%
Year 2 Reading attainment (SATS-Expected/+)	84%	62%	81%
Year 2 Writing attainment	59%	53%	74%
Year 2 Maths attainment	58%	60%	80%
Current attainment -KS2			
% of Y6 pupils achieving the expected standard or above in reading, writing and maths	45%	35%	56.3%
Year 6 Reading attainment (SATS-Expected/+)	36%	51%	76.2%
Year 6 Writing attainment	63%	56.6%	80.2%
Year 6 Maths attainment	73%	53.2%	78.5%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Skills in Maths at age related expectations
B.	Skills in Reading comprehension at KS2
C.	Skills in Writing at age related expectations
D.	Communication, Speech and Language understanding in Early Years
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

E.	Pupil attendance, although improved from 2016/17, remains below that of their peers	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve attainment in Maths for identified cohorts (Y3 & Y5)	Attainment at ARE for these cohorts increases, so that gap is reduced to less than 20% for pupils compared to non PP peers
B.	Improve attainment in Reading so that gaps are reduced for identified cohorts (Y4 & Y6 where gaps are wider than peers)	Attainment at ARE for these cohorts increases so that gap is reduced to less than 25-30% for pupils compared to non PP peers The % of PP pupils attaining expected at Y6 SATs increases from 36% in 2016-17 to 40% in 2017-18
C.	Improve attainment in Writing so that gaps are reduced for identified cohorts (Y2 & Y6 pupils)	Attainment at ARE for Y2 cohort increases so that gap is reduced to less than 25% for pupils compared to non PP peers Attainment at ARE for Y6 cohort increases so that gap is reduced to less than 35% for pupils compared to non PP peers The % of PP pupils attaining expected at Y6 SATs increases from 63% in 2016-17 to 68% in 2017-18
D.	Quality provision of speech and language interventions	Pupils eligible for PP in Early Years make rapid progress from their starting points to meet the CLL and Speaking element of the Early Learning Goal expectations by the end of their Reception year
E.	Increased attendance rates for pupils eligible for PP	Overall attendance improves from 95.4% to 96% or above to become broadly in line with other pupils

4. Planned expenditure					
Academic year	2017/18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Interventions and support for groups and individuals are delivered without interruption or disruption	Floating HLTA to ensure that interventions delivered by other LSA's take place on a regular basis	Impact of quality first teaching and	Line management of HLTA-appraisal Ensure appropriate provision of cover to either deliver intervention or cover class for teacher	PC HT/SLT	April 2018
Accelerated progress through the phonic phases to reach age related expectations so that a high percentage of Y1 pass the phonics test/ and the few that re-take in Y2 the phonics test pass.	Read Write Inc Programme (RWI) is delivered across Reception and KS1 classes by a high ration of staff to pupil groups	Historical school data indicates that in the Year 1 Phonics assessment the % of PP pupils who pass is above the National data, indicating the success of the RWI programme EEF research suggests effective teaching of phonics has a positive impact on early reading skills development	Monitoring of groups by RWI leader, termly report to SLT	JM	Termly
Improve the rate of attainment in Reading and Maths at KS2 and Writing at KS1	LSA writing, phonics, reading and maths interventions delivered to small groups and 1:1 precision teaching sessions across the school	Pupils eligible for PP are not attaining as highly as other pupils in specific subjects across key stages in terms of meeting the expected standard for their year group	Teachers to identify and plan interventions based on attainment data Termly evaluation of interventions delivered by LSA (start/end assessment for each pupil to evidence impact of intervention)	HT/SLT HT/SENCO	Termly review of interventions and impact on attainment and progress
Improve oral language skills in Reception	Small group and 1:1 S&L sessions for identified pupils Makaton sign language key signs used by all Reception staff	EEF research studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension	Termly evaluation of interventions delivered by LSA EYFS Leader to monitor impact on individual pupil's progress in EYFS profile	HT LS	Termly Termly

Pupil's reading skills and comprehension are further developed	Reading training delivered to all staff and support staff-INSET Autumn/Spring	Analysis of school data identifies Reading attainment gaps between PP pupils and peers	Monitoring of reading strategies by member of SLT/HT	CH	Termly as part of pupil progress reviews
Budgeted cost					£60,350
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Accelerate progress in Writing, gaps in writing skills are addressed, enabling pupils to make progress	Small group Reading/Writing booster sessions delivered in Y6 by qualified teacher	Analysis of school data EEF research suggests the impact of small group tuition is most effective when groups are 2/3 pupils in size	Monitored by member of SLT Internal/external moderation of writing	PC	Termly review
Increased support in the identification of barriers holding SEN/PP pupil's back and strategies to overcome them so they make greater progress.	Contract to provide 6x ½ day per term support for an educational psychologist	NFER report on supporting the attainment of disadvantaged pupils highlights the importance of meeting individual pupil's in terms of strategies best suited to addressing individual needs, including those with specific learning needs	Pupils identified by SENCO/HT for support/assessment Termly report on progress by SENCO	SENCO/HT	Termly
Extended care provided to support pupils' social interaction and care.	After School Care Club provision for LAC pupil(s)	Support for carers and pupils	Regular attendance at Care Club, feedback from staff and carers	HT/LE	April 2018
Budgeted cost					£12,300
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Increase the rate of attendance for pupils eligible for grant	Attendance tracking-fortnightly Attendance clinics with EWT	Encourage and acknowledges better attendance	Monitored by HT/PP Governor and shared with wider Governors	HT/PP Governor	Termly

	Attendance rewards/certificates each half term	Opportunity to break down barriers and support parents with attendance issues			
Access to educational visits for all	To ensure all pupils are able to attend trips by subsidising these	This approach is planned to reflect the falling income for vulnerable families	Take up will be monitored by school office staff	HT/Office Staff	April 2018
Increase the opportunity for pupils to attend residential adventurous activity courses	Outdoor Education residential visits for Y5 and 6 pupils are subsidised	Opportunities for disadvantaged pupils to face new challenges in adventurous settings and	Take up will be monitored by school office staff Monitored by HT/staff attending residential visits	HT/Teaching staff	April 2018
Full participate and support for pupils during swimming sessions to facilitate the development of self-confidence and self-esteem	Additional LSA staff member to support pupils during their weekly swimming lesson	Additional staff member will support pupils in the water promoting swimming skills whilst developing pupils confidence in the water	Number of sessions attended will be monitored by LSA staff	HT	April 2018
Interaction and support for pupils promotes positive play	Additional Lunchtime Supervisor to support play and monitor behaviour	EEF research suggests that behaviour interventions can produce some improvements in academic performance along with a decrease in problematic behaviours	Behaviour incidents tracked	JE	Termly
Budgeted cost					£15,500
Total Budget cost					£88,150

Evaluation of Pupil Premium Strategy September 2018

Desired outcome/Success Criteria	Evaluation/impact:	Lessons learned /what next?	RAG Rating Strong Impact Moderate Impact Limited /No Impact																
Improve attainment in Maths for identified cohorts (Y3 & Y5) Attainment at ARE for these cohorts increases, so that gap is reduced to less than 20% for pupils compared to non PP peers	<p>Maths attainment for Y3 and Y5</p> <table border="1" data-bbox="595 395 1373 635"> <thead> <tr> <th>Y3 all pupils Expected/+</th> <th>Non PP pupils</th> <th>Y3 PP</th> <th>Difference (Gap)</th> </tr> </thead> <tbody> <tr> <td>67%</td> <td>75%</td> <td>46%</td> <td>29%</td> </tr> <tr> <th>Y5 all pupils Expected/+</th> <th>Non PP pupils</th> <th>Y5 PP</th> <th>Difference (Gap)</th> </tr> <tr> <td>73%</td> <td>76%</td> <td>57%</td> <td>19%</td> </tr> </tbody> </table> <p>Attainment gaps for Year 5 has reduced and is within targets set. Year 3 attainment target has not been met, however Y3 PP pupils have made greater progress during the year than their peers in maths.</p>	Y3 all pupils Expected/+	Non PP pupils	Y3 PP	Difference (Gap)	67%	75%	46%	29%	Y5 all pupils Expected/+	Non PP pupils	Y5 PP	Difference (Gap)	73%	76%	57%	19%	Pupils in both Year groups have made progress or diminished the attainment gap compared to non-PP peers. Continue to review the interventions used to target specific groups of pupils to ensure they are effective. Whole school focus on Math Mastery for next academic year 2018-19.	
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<p>Attainment at ARE for Y6 cohort increases so that gap is reduced to less than 35% for pupils compared to non PP peers</p> <p>The % of PP pupils attaining expected at Y6 SATs increases from 63% in 2016-17 to 68% in 2017-18</p>	<p>Attainment gap for Year 2 has reduced and is within targets set.</p> <p>Year 6 attainment target has not been met.</p>		
<p>Quality provision of speech and language interventions</p> <p>Pupils eligible for PP in Early Years make rapid progress from their starting points to meet the CLL and Speaking element of the Early Learning Goal expectations by the end of their Reception year</p>	<p>Communication & Language element of GLD 95.5% compared to National data of 85.5%</p> <p>As there are less than 5 PP pupils within the cohort analysis of their data is not a reliable indicator of progress, however all pupils targeted for S&L support have all made gains from their starting points.</p>	<p>S&L interventions have had a positive impact on all Reception pupils targeted, resulting in continued improvement in the number of pupils leaving Reception with a Good Level of Development in Communication & Language and overall GLD</p>	
<p>Increased attendance rates for pupils eligible for PP</p> <p>Overall attendance improves from 95.4% to 96% or above to become broadly in line with other pupils</p>	<p>Whole school attendance for 2017-18-96.1%</p> <p>PP attendance-95.2% attendance has decreased by 0.2% from 2016-17</p> <p>Other pupils- 96.8%</p> <p>PP attendance continues to be below other pupils by 1.6%</p>	<p>Continue to monitor attendance of groups of pupils across the school.</p>	
<p>Accelerated progress through the phonic phases to reach age related expectations so that a high percentage of Y1 pass the phonics assessment and the few that re-take in Y2 the phonics test pass.</p>	<p>84% of all Y1 pupils passed the phonic assessment in June 18</p> <p>PP pupils 80% passed, non PP pupils 85% passed</p> <p>Broadly similar attainment indicating strong teaching of phonics across KS1 using RWI approach. High ratio of staff to pupils ensures teaching is carefully matched to pupils learning needs.</p>	<p>Continue to deliver Read Write Inc Programme (RWI) across Reception and KS1 classes</p>	
<p>Access to educational visits for all pupils opportunity for pupils to attend residential adventurous activity courses</p>	<p>School trips and residential visits subsidised for PP pupils, all of which have attended educational visits and 2 –night residential trip.</p> <p>Feedback from pupils via discussions was very positive in terms of learning new skills, taking on challenges and working as a team.</p> <p>Pupils gained a range of new learning experiences.</p>	<p>Continue to subsidise visits and residential trips to enable pupils to attend.</p>	
<p>Full participate and support for pupils during swimming sessions to facilitate the development of self-confidence and self-esteem</p>	<p>Swimming has taken place in Y3/4 this year. Fourteen PP pupils have attended lessons, 79% of these pupils have achieved the Goldfish level or above (able to swim 15m and complete other water based activities) indicating that the additional staff member who supported pupils in the water promoting swimming skills and water confidence has had a positive impact on this groups progress.</p>	<p>Maintain ratio of staff to pupils at swimming sessions.</p>	