

Burton Manor Primary School-Pupil premium strategy statement



1. Summary information					
School	Burton Manor Primary School				
Academic Year	2018/19	Total PP budget	£78,180	Date of most recent PP Review	June 2018 (external LA review)
Total number of pupils	308	Number of pupils eligible for PP	59	Date for next internal review of this strategy	January 2019

	<i>Pupils eligible for PP (in school)</i>	<i>Pupils not eligible for PP (National data)</i>
% of pupils who achieved the Year 1 phonics check	80%	82%
Year 2 Reading attainment (SATS-Expected/+)	83% (+5%)	78%
Year 2 Writing attainment	67% (-6%)	73%
Year 2 Maths attainment	100% (+21%)	79%
Current attainment -KS2 End of Year 6	<i>Pupils eligible for PP (in school)</i>	<i>Pupils not eligible for PP (National data)</i>
Year 6 Reading attainment (SATS-Expected/+)	40% (-38%)	78%
Year 6 Writing attainment	20% (-61%)	81%
Year 6 Maths attainment	60% (-18%)	78%

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.	Oral language skills in Early Years are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	The emotional health and wellbeing of disadvantaged children requires additional positive intervention.
C.	Low attainment on entry to Reception (2 out of 6) 33% of PP on the cusp of working below /on track in Communication and Language (CL), Physical Development (PD), Maths and Literacy
D.	Attainment gaps in Reading, Writing and Maths at the end of KS2
E.	Limited life experiences of some pupils eligible for PP
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Attendance rate for pupils eligible for PP is below that of non PP peers. This reduces their school hours and causes some to fall behind.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in EYFS and Y1. All EYPP pupils will undertake S&L /interventions to support their specific needs	Pupils eligible for EYPP in Early Years make rapid progress , measurable through baseline and end assessment from S&L intervention programme
B.	Additional support provided by our teaching/support staff and outside agencies enable disadvantaged pupils with emotional health issues to have increased confidence and self-esteem and are better able to learn.	Progress can be articulated by adults- children demonstrating increased confidence, self-esteem and a readiness to learn.
C.	EYPP pupils make accelerated progress in CLL, PD, Literacy and Maths so that gaps in learning are identified and interventions put in place and parents are aware of learning needs and how to support at home.	Pupils eligible for EYPP pupils make progress in PD and Maths in line with peers. Parents' knowledge and confidence to support their child at home is increased.
D.	PP pupils make accelerated progress across KS2 so that by the end of Y6 attainment gaps have reduced compared to their peers in Reading, Writing and Maths	Difference is diminished between PP and non PP pupils by the end of KS2: Maths Y6-gap reduces to less than 20% Writing- gap reduces to less than 25% Reading-gap reduces to less than 20%
E.	Children will engage in a variety of experiences throughout their time at school – at least once every term. Opportunities and experiences to include class trips, events in the local community, residential visits and attending extra-curricular activities.	Children will be able to draw on enriched life experiences in the classroom.
F.	Increased attendance rates for pupils eligible for PP	Reduce the % absence among pupils eligible for PP by 0.5% so that attendance is similar to other pupils within school

4. Planned expenditure					
Academic year	2018/19				
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	Interventions for pupils eligible for PP will take place uninterrupted ensuring maximum learning time	Line management of HLTA-appraisal Ensure appropriate provision of cover to either deliver intervention or cover class for teacher	PC HT/SLT	July 2109
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
A.Improve oral language skills across EYFS settings	Early Talk S&L programme purchased and staff trained on its use. Support/training delivered by SENCO and any additional resources purchased to support EYs pupils Small group and 1:1 S&L sessions for identified pupils by experienced LSA. Seek advice from and make referrals to Speech and Language	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 Objective will link into EY's staff appraisal process	HT LS HT	Termly Termly March 19 & October 19
D.Improve the rate of attainment in Reading , Writing and Maths at KS2 so that gaps diminish for pupils eligible for PP: Maths Y6-gap reduces to less than 20% Writing- gap reduces to less than 25% Reading-gap reduces to less than 20%	LSA/Teacher writing, reading and maths interventions delivered to small groups and 1:1 precision teaching sessions across KS2 classes. Additional after school booster groups for PP pupils.	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
Budgeted cost					£60,800

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?
B. Additional support provided by our teaching/support staff and outside agencies to enable disadvantaged pupils with emotional health issues to have increased confidence and self-esteem and be better placed to learn.	Staff training on Nurture/Well-being HOPE training Sept-Oct 18 to enable them to understand the mental health of pupils and to develop listening/counselling skills. All teachers understand the Nurture philosophy and support its implementation. Pupils are identified for additional Nurture/well-being sessions across KS1 and 2.	The HOPE Project has positive outcomes for children that have an emotional need for support. The support delivered in school complements a whole school approach to mental health and emotional wellbeing. There are a huge number of referrals to CAMHS and they cannot meet all the needs of the children. Therefore, schools need to be fully equipped with the skills to meet the needs of the pupils so that they can thrive. As a school we have seen an increase in pastoral referrals for anxiety over the last academic year.	Headteacher to monitor the support given to these pupils and provide additional support/resources where appropriate. Nurture staff to liaise with the child's class teacher on a regular basis. Progress monitored and additional support planned accordingly. If required, home resources are supplied and parents work in partnership with the school.	YM/PW/ND	July 2019, informal review – Feb '19
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 pupils 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
C.Pupils working below National in Physical Development and Maths make rapid progress so by the end of Reception are 'in line' with peers.	Interventions planned to support targeted pupils	NFER report on supporting the attainment of disadvantaged pupils highlights the importance of meeting individual pupils in terms of strategies best suited to addressing individual needs. Issues with physical development including early mark making/fine motor skills could hinder early literacy development	Interventions monitored for impact.	LS/SENCO Subject Leaders	Termly
Parents' knowledge and confidence to support their child at home is increased. Pupils' homework completed and discussed with parents. Increased confidence of parents to support their child/children at home.	Continue to provide regular information sessions for parents to enable them to learn more about as aspect of the curriculum. Workshops/sessions to run 18/19: Phonics/RWI, Maths, Online safety & Reading. Continue offering additional	Research suggests that where parents are involved in their children's learning, this has a very positive affect on their academic attainment.	Time given to subject and Key Stage leaders to plan and deliver sessions. Impact monitored and future sessions planned accordingly. Head and SLT to ensure opportunities for information sessions are planned and delivered.	SLT/HT HT	July 2019, informal review – Feb '19 Termly

Transition into school is smooth; children settle quickly and understand expectations. We prepare children well.	opportunities for parents to see their child's learning as well as support them with learning at home e.g. Open Mornings, Topic projects , Stay & Play sessions. Reception staff 1;1 meetings with parents to share expectations and prepare for transition into school.		Feedback sought from pupils, parents and teachers and acted upon in future sessions-questionnaires		July 2019
Budgeted cost					£12,400
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?
E. Access to educational visits and experiences for all pupils including termly visit, local community events and attendance at residential adventurous activity courses	To ensure all pupils are able to attend trips by subsidising these. Outdoor Education residential visits for Y5 and 6 pupils are subsidised	This approach is planned to reflect the falling income for vulnerable families Opportunities for disadvantaged pupils to face new challenges in adventurous settings	Take up will be monitored by school office staff Monitored by HT/staff attending residential visits Feedback via pupil voice discussion groups.	HT/Office Staff/ Teaching staff	July 2019
Interaction and support for pupils promotes positive play	Additional Lunchtime Supervisor to support play and monitor behaviour. LEGO Club to be established following training by Educational Psychologist –Nov 18. Sessions to be delivered by SENCO??	EEF research suggests that behaviour interventions can produce some improvements in academic performance along with a decrease in problematic behaviours	Behaviour incidents tracked SENCO to monitor and provide feedback to staff/SLT	JE BF	Termly July 2019, informal review – Feb '18
F: Increased attendance rates for pupils eligible for PP	Attendance manager to continue to monitor pupils and follow up on absences. Attendance surgeries, letters, informal support given as appropriate. Work closely with new EWO to ensure processes are as robust as can be.	In order to improve the attainment and progress for children, we need them to attend school. Data shows this is a key area for some of our PP children.	Thorough briefing and regular meetings with Attendance manager about existing attendance issues. PP lead to work with Attendance manager, Head and additional staff to ensure provision and attendance improves as a result.	HT/ Pupil Premium lead/AC	July 2019, informal review – Feb '18
Budgeted cost					£13,200
Total Budget cost					£86,400