



Burton Manor Primary School-Pupil premium strategy statement

What is the Pupil Premium?

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. This funding is aimed at addressing the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers. This funding is allocated to schools on the basis of the number of pupils who have been eligible for Free School Meals at any point over the last six years; children who have been “looked after” for more than six months, children who have left local authority care or children of service personnel. The DFE has given us the freedom to use the Pupil Premium as we see fit, based on the knowledge of our pupils’ needs.

Nature of Support at Burton Manor Primary School

We continue to use the additional funding to support a variety of strategies to best meet the needs of each individual child for whom the grant funding was allocated, including:

- high quality, inclusive teaching.
- precision teaching by the class teacher.
- pupils taught in groups with other pupils who are working at a similar level.
- focused support from skilled teaching assistants, both in class and in small groups.
- individual tuition, by an experienced teacher or teaching assistant.
- intervention strategy support from teaching assistants (for example: Nurture/HOPE well-being support, First Class Maths, Targeted Support for Teaching Inference in Reading, Lego Therapy).
- carefully targeted resources known to raise attainment (for example TT Rock Stars)
- personalised support including pastoral support for individual pupils and their families, to meet their needs.
- supporting parents to fund visits and residential trip.

All interventions are highly targeted over a period of time, according to need and impact tracked.

Monitoring the impact of Pupil Premium Grant

The headteacher Mrs Jackson has overall responsibility for the attainment and progress of Pupil Premium children through ensuring the progress of eligible pupils and evidencing this as a whole-school priority. Children’s progress and attainment is tracked and monitored carefully to ensure they achieve their full potential. Regular monitoring and evaluation is key to ensuring effectiveness of expenditure. Targets for pupils are set in maths, reading and writing and we know where we expect them to be by the end of the programme or set of lessons. Monitoring is a joint responsibility of the class teacher and Senior Leaders and regular assessment data is analysed and acted upon. All pupils eligible for Pupil Premium funding are discussed at termly pupil progress meetings. The DFE and LA also analyse our school data and compare our results to national data. Through our termly Governor meetings we report clearly on data for Pupil Premium and the use of Pupil Premium funding forms part of the monitoring of the Finance Committee so governors can link value for money with impact. There is an identified governor for Pupil Premium.

Strategies showing impact to date

EYFS-Within Early Years Foundation Stage, a focus on the development of S&L skills and phonics to develop the early literacy strands has contributed to our data continuing to show that the percentage of disadvantaged pupils achieving a Good Level of Development was 79% [2019], in line with other pupils. In the literacy and numeracy strands, disadvantaged pupils achieved in line or better than National for Writing, Number and Shape, space & measure. They were 3% below National of 63% for Reading. Targeted 1:1 support and the development of the Early Years Foundation Stage environment to include a wider range of writing and maths opportunities for pupils to practise and embed their skills has supported the attainment of the Good Level of Development.

Phonics-Targeted interventions and RWI groups across 2018-19 for all pupils in phonics in Years 1 ensured that 84% passed the phonics screening in Year 1(+1% compared to National). These strategies also ensured that at the end of Year 2, 83% of disadvantaged pupils had passed the phonics screening (-3% compared to National).

Key Stage 1-At KS1, 81% of disadvantaged pupils achieved the expected standard in Reading, 74% in Writing and 79% in Maths, in line or above other pupils nationally, achieved through the use of a range of interventions, Nurture and the deployment of teaching support staff in Y2.

Key Stage 2- Quality targeted interventions such as precision teaching, after school tuition, personalised reading and other interventions have supported an increased % of disadvantaged pupils achieving the expected standard in all subjects at KS2 and at greater depth standard, disadvantaged pupils have performed significantly above National in Reading, Writing, Spelling & Grammar and Maths, due to a whole school focus on ensuring sufficient challenge for more able disadvantaged pupils.

1. Summary information					
School	Burton Manor Primary School				
Academic Year	2019/20	Total PP budget	£85,080 (July 19)	Date of most recent PP Review	June 2019
Total number of pupils	296 (sept 19)	Number of pupils eligible for PP	66	Date for next internal review of this strategy	January 2020

	<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	84%	84%
Year 2 Reading attainment (SATS-Expected/+)	81% (+2%)	79%
Year 2 Writing attainment	74% (+2%)	72%
Year 2 Maths attainment	79%	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/+)	67% (-8%)	75%
Year 6 Writing attainment	83% (+5%)	78%
Year 6 Maths attainment	67% (-9%)	76%
Year 6 Spelling & Grammar	100% (+22%)	78%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Oral language skills in Early Years are lower for pupils eligible for PP than for other pupils. This slows reading development in EYFS and progress in subsequent years.
B.	The emotional health and wellbeing of disadvantaged children requires additional positive intervention.
C.	Attainment gaps in Reading, Writing and Maths in some Year groups. The % of pupils working towards standard at the end of KS1 to decrease by the end of KS2 so that a greater % of PP pupils are working at the expected standard
D.	Limited life experiences of some pupils eligible for PP
External barriers (<i>issues which also require action outside school</i>)	
E.	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.	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: Fewer pupils are working towards standards and a greater % making expected progress.
D.	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.
E.	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	2019/20				
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 2020
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/Govs	JM	Termly
A.Improve oral language skills across EYFS settings	Small group and 1:1 S&L sessions for identified pupils by experienced LSA. (J Smith) 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 termly. Termly report to SLT/Govs	HT LS	Termly Termly

<p>C.Improve the rate of attainment in Reading , Writing and Maths at KS2 so that gaps diminish for pupils eligible for PP:</p>	<p>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 in Maths and Reading.</p>	<p>Pupils eligible for PP are not attaining as highly as other pupils in specific subjects across Y5 and 6 in terms of meeting the expected standard for their year group so that fewer pupils are working towards standard. Prior KS1 attainment: Current Y6 – Overall attainment for PP at KS1 in: Writing 33% working towards standard Non PP 22% Reading 17% working towards standard Non PP 9% Maths 50% working towards standard Non PP 13% Current Y5 - Overall attainment for PP at KS1 in: Writing 36% working towards standard Non PP 27% Reading 14% working towards standard Non PP 8% Maths 36% working towards standard Non PP 15%</p>	<p>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)</p>	<p>HT/SLT HT/SENCO</p>	<p>Termly review of interventions and impact on attainment and progress</p>
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Budgeted cost £47,320

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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?
<p>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.</p>	<p>All teachers understand the Nurture philosophy and support its implementation. Pupils are identified for additional Nurture/well-being sessions across KS1 and 2. Additional training for Nurture staff during the year to further develop their role.</p>	<p>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</p>	<p>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. Questionnaires from Parents/Pupils.</p>	<p>YM/PW/N D</p>	<p>Termly</p>

Resources support the delivery of wider social issues through PHSE/RSE curriculum.	Jigsaw PHSE/RE scheme of work purchased and incorporated into practice.	that they can thrive. As a school we have seen an increase in pastoral referrals for anxiety over the last academic year. EEF guidance suggests that developing skills, behaviour and attitude underpins pupil success.	Testimonials from staff. Staff development/introduction. Incorporated into termly plans across phases. Feedback from staff.	YM/JE	
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
Budgeted cost					£18,875
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?
D. 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 visit for Y6 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 2020
Interaction and support for pupils promotes positive play Half termly LTS meeting held with DT to discuss any issues	Additional Lunchtime Supervisor to support play and monitor behaviour. Playground buddies selected from Y5/6 pupils. Reinforcement of Golden rules for lunchtime by LT supervisors.	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 2020, informal review – Feb 20

E: 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. Attendance rewards for pupils (half termly)	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	Termly
				Budgeted cost	£16,140
				Total Budget cost	£82,335