

## Pupil premium strategy statement for Burton End Primary Academy

Summary information					
School	Burton End Primary Academy				
Academic Year	2018/19	Total PP budget	£68,640	Date of most recent PP Review	17.1.18
Total number of pupils	375	Number of pupils eligible for PP	65 (17.3%)	Date for next internal review of this strategy	6.2.19

Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Year 1 % achieving expected standard in phonics	71%	82%
Key Stage 1 % achieving expected standard in reading	33%	75%
Key Stage 1 % achieving expected standard in writing	33%	70%
Key Stage 1 % achieving expected standard in maths	33%	76%
Key Stage 2 % achieving expected standard in reading, writing and maths	30%	64%
Key Stage 2 Progress score in reading	-2.4	0
Key Stage 2 Progress score in writing	-3	0
Key Stage 2 Progress score in maths	-2.5	0

<b>1. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	<i>Consistency in the quality of teaching across the school</i>	
<b>B.</b>	<i>Limited speech and language skills which impact on learning</i>	
<b>C.</b>	<i>Pupils' social, emotional and mental health needs which impact on their readiness to engage with learning</i>	
<b>D.</b>	<i>Gaps in prior learning which increase the gap between children and their peers</i>	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>E.</b>	<i>Consistency of attendance and punctuality</i>	
<b>F.</b>	<i>Low self-esteem, aspiration, lack of understanding about achievement and potential, lack of role models.</i>	
<b>G.</b>	<i>Home-School relationships</i>	
<b>2. Desired outcomes</b>		
	<b><u>Desired outcomes and how they will be measured</u></b>	<b><u>Success criteria – what does success look like?</u></b>
<b>A.</b>	<i>Teaching will be consistently 'Good' or better across the school. Lesson observations, progress/attainment data and 'book looks' will be used to monitor consistency and high standards across the school.</i>	<i>Staff across the school confidently teach lessons to a high standard, particularly reading, writing, maths and science.  Any inadequate teaching will be identified and addressed quickly by SLT.  Termly progress meetings show that children are making expected progress or better.</i>
<b>B.</b>	<i>Children can talk confidently and articulately about what they are learning.  Disadvantaged children have experiences that boost vocabulary.</i>	<i>Children have opportunities throughout school to have experiences that will boost their vocabulary (SFA, school trips, visits etc.).  Lesson observations show that children are encouraged and praised for using key vocabulary and articulating ideas in full sentences.  Where possible, disadvantaged pupils are used as 'guides' and 'classroom greeters' to give more opportunities to develop speaking skills.</i>
<b>C.</b>	<i>Children are able to manage their emotions and speak openly to appropriate adults if they have a problem.  Pupil engagement with learning is good.</i>	<i>Children know who to speak to when they have a concern and can articulate their feelings and problems clearly.  Children have skills of resilience and self-regulation to maximise their learning potential.</i>

<p><b>D.</b></p>	<p><i>Disadvantaged children have a good level of development and close attainment gaps with their non-disadvantaged peers quickly.</i></p>	<p><i>Children’s areas for development are identified early in the child’s learning journey and are actioned as a priority to ensure that gaps do not develop. Regular analysis of assessment data from EYFS identifies key areas for intervention (where necessary).</i></p>
<p><b>E.</b></p>	<p><i>Attendance of disadvantaged children is above 95%.</i></p> <p><i>The levels of persistent absenteeism is reduced.</i></p>	<p><i>Attendance of disadvantaged children is 95% or better each term.</i></p> <p><i>Year-on-year and term-on-term data shows an improvement in the attendance of disadvantaged pupils.</i></p> <p><i>Families of pupils who are persistently absent from school engage with Family Support Worker to address barriers to attendance.</i></p> <p><i>Children entitled to Pupil Premium attend at least one extra-curricular club (attendance at these clubs will be monitored).</i></p>
<p><b>F.</b></p>	<p><i>Children are happy, confident and motivated learners.</i></p> <p><i>Children can speak positively about their learning experience at school and identify their own strengths.</i></p>	<p><i>Children’s self-esteem is either ‘average’ or better.</i></p> <p><i>Children engage with and show the RESPECT values.</i></p> <p><i>Pupil’s self-esteem scores are shared with staff termly and patterns of issues are shared and addressed as a staff.</i></p> <p><i>Disadvantaged pupils are represented in every aspect of school life (Pupil Forum, School Teams etc.)</i></p>
<p><b>G.</b></p>	<p><i>Communication between home and school is improved with higher levels of parental engagement in school activities.</i></p> <p><i>The parents of disadvantaged pupils engage frequently with the school regarding their child’s attendance, progress and wellbeing.</i></p>	<p><i>Parental attendance at school events and consultations evenings increases so parents are better able to support their children in home learning.</i></p> <p><i>Parents communicate openly and frequently with teachers of their children to ensure all their wellbeing and learning needs are being met.</i></p> <p><i>‘Year group emails’ are used frequently as a means to relay information to the school.</i></p>

3.	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.	ii. 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	Cost	When will you review implementation?
<i>Lessons are pitched at an appropriate level for the learners.</i>	<p><i>Success For All (SFA) will be implemented into the curriculum to ensure children are taught with peers that are at their 'stage not age'.</i></p> <p><i>SFA will be delivered consistently across the school so that the same expectations, standards and routines are used.</i></p>	<p><i>Sutton Trust found that; The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</i></p> <p><i>Graham Allen's HMI report (2011) states; [SFA is] 'proven to work'</i></p>	<p><i>Children will be assessed every eight weeks (according to the programme) and groups will continue to be fluid to ensure that children are being taught at the level appropriate for them.</i></p> <p><i>SFA lead will monitor the implementation and standard of delivery by conducting lesson observations, book scrutiny and data analysis (PIRA).</i></p> <p><i>Support from SFA implementation contact will support teaching staff and SFA lead in her role.</i></p>	<p><i>MF</i></p> <p><i>SLT</i></p>		<p><i>Every eight weeks.</i></p> <p><i>Half-termly learning walks and observations by SLT with specific foci – January 2019</i></p>
<p><i>Support staff are well trained and used effectively in supporting class teaching and other activities.</i></p> <p><i>Support staff conduct learning interventions where needs are identified.</i></p>	<p><i>Support staff provided with the same training as teachers to ensure maximum understanding of SFA approaches for literacy.</i></p> <p><i>LSAs have a key role in assessing children and obtaining baseline data for children prior to SFA.</i></p>	<p><i>The Education endowment Foundation 'Making Best Use of Teaching Assistants' Guidance report advocates ensuring support staff are fully prepared and focused on supporting pupils in developing independent learning skills and manage their own learning</i></p>	<p><i>LSAs to attend SFA training on PD days.</i></p> <p><i>Monitoring of LSA roles to form part of lesson observations.</i></p> <p><i>LSAs to receive ongoing CPD from SLT and are encouraged to ask for support where necessary.</i></p> <p><i>Support from SFA implementation contact will support teaching staff and SFA lead in her role.</i></p>	<p><i>MF</i></p> <p><i>SLT</i></p>	<p><i>£4,596 (additional hours for training on PD days)</i></p> <p><i>£30,992 (Y1-Y6 LSA Intervention support)</i></p>	<p><i>Half Termly</i></p> <p><i>Half-termly learning walks and observations by SLT with specific foci – January 2019</i></p>

<p><i>Gaps in pupils' learning (or prior learning) are identified through accurate assessment and addressed quickly.</i></p>	<p><i>Assessment Methods: PUMA, PiRA, Maths Mastery, Accelerated Reader, No More Marking, Phonic Screening, SFA</i></p> <p><i>Timely feedback and marking ensure that children have grasped key concepts.</i></p> <p><i>Pre and Post-teaching strategies implemented where necessary.</i></p> <p><i>Teachers to work 1:1 with targeted pupils in Y6 to consolidate key skills.</i></p>	<p><i>Meta-Analysis of Research by John Hattie breaks down quality teaching into:</i></p> <p><i>a) pupils having clear goals and objectives, and</i></p> <p><i>b) teachers providing pupils with high quality modelling/scaffolding and appropriate steps to achieve them.</i></p> <p><i>Impact of B.Jones shows that children working 1:1 with adults for 5-6 45m sessions can improve raw scores considerably.</i></p>	<p><i>Eight-weekly review of SFA groups will identify children who have struggled to make progress or who have made accelerated progress.</i></p> <p><i>Termly pupil progress meetings will identify children who are falling behind and QLA of test papers and assessment will identify specific weaknesses.</i></p> <p><i>In Year 6, weekly meetings to take place to identify children at risk of falling behind or with potential to reach 'Greater Depth'.</i></p> <p><i>Adults are directed to work with children on particularly skills identified by teachers after lessons and assessments.</i></p> <p><i>Children requiring consolidation or who are on the verge of making expected progress work with BJ (maths), KS (reading) and JJ (SPaG).</i></p>	<p><i>Class Teachers</i></p> <p><i>Subject Leaders</i></p> <p><i>SLT</i></p>	<p><i>£2,522 (Accelerated Reader)</i></p> <p><i>£643 (No More Marking)</i></p> <p><i>£3,600 (Maths Mastery)</i></p>	<p><i>PiRA/PUMA – termly</i></p> <p><i>Accelerated Reader – weekly/ongoing</i></p> <p><i>Maths Mastery – half-termly</i></p> <p><i>SFA – eight weeks</i></p> <p><i>Weekly meetings for Year 6</i></p>
<p><b>Total budgeted cost</b></p>					<p><b>£42,353</b></p>	

iii.	iv. 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	Cost	When will you review implementation?
<p><i>To improve pupils' vocabulary, comprehension and inference skills.</i></p> <p><i>To increase quantity and quality of pupils' reading</i></p> <p><i>To ensure pupils are reading books with appropriate challenge</i></p>	<p><i>SFA will provide a uniform approach to the learning and development of reading skills. High quality texts are used which will expose children to a wider range of vocabulary.</i></p> <p><i>AR (Accelerated Reader) used to monitor how much reading is occurring in each class. (Challenges and competitions used for motivation).</i></p> <p><i>Year 6 'Reading Bingo' will provide high-quality 'classic' texts for children to read which will expose them to a wider range of styles and genres.</i></p> <p><i>Year 6 'Revision' programme will develop higher-level reading skills and prepare children for end of KS2 assessments.</i></p>	<p><i>Education Endowment Foundation found that disadvantaged pupils can make 5+ months progress using Accelerated Reader.</i></p> <p><i>Graham Allen (2011) for HMI advocates use of SFA.</i></p> <p><i>Accelerated Reader diagnoses ranges of books appropriate for pupils (Zone of Proximate Development ZPD)</i></p> <p><i>Teachers are able to closely track quantity of reading and analyse comprehension of texts</i></p>	<p><i>ALL teaching and support staff given SFA training to ensure maximum uptake and confidence.</i></p> <p><i>Parent Governor (Librarian) to be involved in evaluating use of AR.</i></p> <p><i>SLT to monitor delivery and quality of SFA teaching.</i></p> <p><i>Accelerated Reader Reading Assessments to be carried out half-termly to monitor 'ZPD' (Zone of Proximal Development) for children as well as their reading ages.</i></p> <p><i>'Reading Bingo' display will be set up in the Year 6 area where children will get a sticker for reading and successfully answering questions on a text. Staff will each get a book to be the 'champion' of and will ask children questions about it to gauge their understanding.</i></p>	<p><i>SFA leads (AF and MF)</i></p> <p><i>Literacy and PP governors</i></p> <p><i>SLT</i></p> <p><i>Class Teachers</i></p>	<p><i>£3,000 (SFA resources)</i></p>	<p><i>Fortnightly (AR)</i></p> <p><i>Eight weekly (SFA)</i></p>

<p><i>Targeted pastoral support and mentoring will be provided to ensure pupils are supported emotionally and socially where needed.</i></p>	<p><i>ELSAs (Emotional Literacy Support Assistants) will provide support through weekly sessions.</i></p>	<p><i>In 2008 the National Federation for Educational research &amp; TDA, found that, 'a culture of mentoring and coaching, will, over time, have an impact on young people and their learning.'</i></p>	<p><i>ELSAs will record information, attendance and progress on the Pupil Premium Profile</i></p>	<p><i>Class Teachers</i></p>		<p>Weekly meeting with SLT</p>
	<p><i>A new part-time ELSA has been appointed to increase the number of children who can access this resource.</i></p>		<p><i>Frequency of ELSA support will decrease over time as children become more independent and confident.</i></p>	<p><i>ELSAs</i></p>	<p><i>£8,386</i></p>	
	<p><i>Teachers will update PP Profiles with details</i></p>		<p><i>Pupil Premium Profiles will be checked and updated each half-term with key information.</i></p>	<p><i>SENCo</i></p>	<p><i>£7,135</i></p>	
				<p><i>Pupil Premium Champion</i></p>	<p><i>£630 (supply cost for release time)</i></p>	
<b>Total budgeted cost</b>					<b>£19,131</b>	
<b>v.</b>	<b>vi. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>When will you review implementation?</b>
<p><i>Pupils become independent, confident and develop team-working, character-building and social skills.</i></p>	<p><i>'Commando Joe' activities to be used as a vehicle for improving team-working clues as well as communication.</i></p> <p><i>Children will be represented in all aspects of school including teams, pupil forum and decision-making.</i></p>	<p><i>The Ofsted Inspection Framework focuses on:</i></p> <p><i>How well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities</i></p> <p><i>Commando Joe's has 'a very positive impact on pupils' attendance and punctuality' (OFSTED, Kingsland Primary Academy)</i></p>	<p><i>All teaching staff will attend 'COJO' training.</i></p> <p><i>Key children will be monitored using the tool to gauge the impact it has on attendance and character-building.</i></p> <p><i>Scheme to be launched 21.9.18 during assembly.</i></p>	<p><i>SLT</i></p> <p><i>AF (PP)</i></p>	<p><i>£3,270 (Commando Joe package)</i></p>	<p><i>Half Termly</i></p>
<p><i>For pupils to access a range of social/cultural/sporting experiences, visits and activities.</i></p>	<p><i>Disadvantage children will take part in all cultural visits.</i></p> <p><i>Curriculum development team to plan opportunities for trips to take place.</i></p>	<p><i>Pupils' horizons will be broadened and they will learn about culture, history and geography</i></p> <p><i>They will be able to use new experience to develop spoken and written language skills.</i></p>	<p><i>Review programme of trips and attendance.</i></p> <p><i>School to use curriculum expert to help design and deliver a broad, balanced, stimulating curriculum.</i></p>	<p><i>AF</i></p> <p><i>BS/RTA</i></p> <p><i>SLT</i></p>	<p><i>£1,000</i></p>	<p><i>Yearly</i></p> <p><i>Trust advisor working with curriculum team to rewrite an inspirational curriculum – Autumn and Spring 2018/19.</i></p>

<p><i>The attendance and punctuality of disadvantaged children increases to at least that of non-disadvantaged children.</i></p>	<p><i>Breakfast and after-school clubs to be offered to targeted children to increase attendance and punctuality.</i></p> <p><i>Attendance report to be shared every week so persistent absenteeism can be identified and tackled as early as possible.</i></p> <p><i>Family Support Worker (FSW) to work with vulnerable families to help issues with attendance and punctuality.</i></p>		<p><i>PP Champion and HT to monitor the attendance of after school and breakfast clubs and correlate to attendance.</i></p> <p><i>PP Parents to be contacted first when absent and attendance monitored carefully.</i></p>	<p><i>KS and AF</i></p>	<p><i>£5,000</i></p>	<p><i>Half-termly</i></p>
<p><i>The self-esteem of disadvantaged pupils increases so that it is at least 'average'</i></p>	<p><i>Pupils are supported financially to feel as equals and no different to their peers.</i></p> <p><i>Pupil self-esteem is recorded and specific areas for concern are shared with the class teacher. Any general patterns of concern across the school are shared with staff and a whole-school strategy can be developed to remedy it.</i></p> <p><i>Commando Joe club to be offered to disadvantaged children (especially those with low SE) in the summer term in an attempt to build confidence and team-working abilities.</i></p>		<p><i>Uniform, water bottles &amp; book bags are provided according to need</i></p> <p><i>Pupil self-esteem questionnaires will take place once every term so that changes in self-esteem can be tracked and specific issues can be identified.</i></p> <p><i>Key issues or patterns are shared with staff and approaches are adopted to help ensure that these are remedied.</i></p> <p><i>Self-esteem scores are recorded on PP Profiles</i></p>	<p><i>AF</i></p>	<p><i>£500</i></p>	
<b>Total budgeted cost</b>					<b>£9,770</b>	
<b>Overall planned spend</b>					<b>£71,254</b>	



