

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	392	Number of pupils eligible for PP	52 (13.2%)	Date for next internal review of this strategy	TBC

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

1. 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.	<i>Consistency in the quality of teaching across the school</i>	
B.	<i>Limited speech and language skills which impact on learning</i>	
C.	<i>Pupils' social, emotional and mental health needs which impact on their readiness to engage with learning</i>	
D.	<i>Gaps in prior learning which increase the gap between children and their peers</i>	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	<i>Consistency of attendance and punctuality</i>	
F.	<i>Low self-esteem, aspiration, lack of understanding about achievement and potential, lack of role models.</i>	
G.	<i>Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.</i>	
2. Desired outcomes		
	<u>Desired outcomes and how they will be measured</u>	<u>Success criteria</u>
A.	<i>Pupils' can access learning in a safe, positive learning environment where pupils' physiological, safety, belongingness and esteem needs are met.</i>	<i>Pupils are ready to learn in class without the need for intervention. The number of interventions to ensure children are ready to engage is reduced.</i> <i>'Commando Joe' resources and lesson plans are used effectively in developing children's leadership, self-esteem and problem solving skills.</i> <i>Where appropriate, ELSA (Emotional Literacy Support Assistant) sessions will support children with managing personal issues beyond the classroom and encourage self-regulation and independence.</i>
B.	<i>Disadvantaged children will make progress alongside peers and gaps in attainment will be narrowed between Pupil Premium children and their peers.</i>	<i>Data analysis will be robust and ensure that children do not 'fall behind' and that gaps are quickly overcome.</i> <i>Where necessary, interventions are put into place and monitored closely to ensure that they are having the desired impact and are equipping children to return to class teaching as soon as possible.</i> <i>Disadvantaged children make equal to or better progress than their peers.</i>
C.	<i>Quality of teaching across the school will be consistently good or better, benefitting pupils who will make expected/good progress.</i>	<i>Monitoring of teaching through teaching observations by the SLT will confirm all teaching is at least 'good' and any inadequate teaching will be addressed rapidly.</i> <i>Half termly assessment meetings will ensure all disadvantaged pupils are making expected/good progress. This will be recorded on profiles.</i>

D.	<i>Disadvantaged pupils' attendance to improve so that it is equal-to or better than non-disadvantaged pupils.</i>	<p><i>Year-on-year and term-on-term data shows an improvement in the attendance of disadvantaged pupils.</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>
E.	<i>Pupils read regularly and have access to high quality texts within guided with regular opportunities to be involved in speaking and listening.</i>	<p><i>Pupils will meet/exceed expected levels of progress in reading and writing.</i></p> <p><i>Parent helpers at school will be used to ensure that disadvantaged children receive 1:1 reading every day. Teachers will monitor the frequency of home reading in home-learning diaries and report on regularity.</i></p> <p><i>'Accelerated Reader' to be monitored to ensure that children are reading at an age appropriate to their skill level (Zone of Proximal Development).</i></p> <p><i>'Accelerated Reader' quiz accuracy for each class surpasses the 85% target.</i></p>
F.	<i>Home-school links will be improved, benefitting disadvantaged pupils</i>	<p><i>Overall absence of disadvantaged pupils will decrease.</i></p> <p><i>Higher level of engagement in extra-curricular activities and positive response to home learning tasks.</i></p> <p><i>More frequent and productive dialogue with staff.</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>To ensure teaching in lessons is pitched at an appropriately challenging level for 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</i></p>	<p><i>Sutton Trust found that;</i></p> <p><i>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>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>Two SFA leads will monitor the implementation and</i></p>	<p><i>MF and AF</i></p> <p><i>SLT</i></p>		<i>Every eight weeks.</i>

	<i>school so that the same expectations, standards and routines are used.</i>	<i>Graham Allen's HMI report (2011) states; [SFA is] 'proven to work'</i>	<i>standard of delivery by conducting lesson observations, book scrutiny and data analysis (PiRA).</i>			
<i>To ensure that support staff are well trained and used effectively in supporting class teaching and conducting interventions where necessary.</i>	<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>	<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><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>	<i>MF and AF SLT</i>	<p><i>£4,596 (additional hours for training on PD days)</i></p> <p><i>£30,992 (Y1-Y6 LSA Intervention support)</i></p>	<i>Half Termly</i>
<i>To ensure that any gaps in pupils' learning (or prior learning) are identified and through accurate assessment</i>	<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>Research by B.Jones shows that children working 1:1 with adults for 5-6 45m sessions can improve raw scores considerably.</i></p>	<p><i>Teachers sign up to work with targeted children 1:1 and use past papers and example questions to identify where work is needed. (Attendance and progress monitored using RAG).</i></p> <p><i>Weekly meetings to identify areas for development and teaching.</i></p>	<i>Class Teachers Subject Leaders SLT</i>	<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>
Total budgeted cost					£42,353	

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>Success for All (SFA) to be implemented from Autumn 2.</i></p> <p><i>Children streamed by reading age to ensure that learning is pitched appropriately.</i></p> <p><i>High quality texts used to stimulate pupils and scheme ensures comprehension is developed.</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>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>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>Teachers will update PP Profiles with details of barriers to learning and other contextual information.</i></p>	<p><i>In 2008 the National Federation for Educational research & 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>Frequency of ELSA support will decrease over time as children become more independent and confident.</i></p> <p><i>Pupil Premium Profiles will be checked and updated each half-term with key information.</i></p>	<p><i>Class Teachers</i></p> <p><i>ELSAs</i></p> <p><i>SENCo</i></p> <p><i>Pupil Premium Champion</i></p> <p><i>SLT</i></p>	<p><i>£8,386</i></p> <p><i>£7,135</i></p> <p><i>£630 (supply cost for release time)</i></p>	<p><i>Weekly meeting with SLT</i></p>
Total budgeted cost					£19,131	

v.	vi. 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	Cost	When will you review implementation?
<i>Pupils become independent, confident and develop team-working, character-building and social skills.</i>	<i>'Commando Joe' activities to be used as a vehicle for improving team-working clues as well as communication.</i>	<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</i></p> <p><i>(Commando Joe package)</i></p>	<p><i>Half Termly</i></p>
<i>For pupils to access a range of social/cultural/sporting experiences, visits and activities.</i>	<i>Pupils will partake in cultural visits.</i>	<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>SLT</i></p>	<p><i>£1,000</i></p>	<p><i>Yearly</i></p>
<i>The attendance and punctuality of disadvantaged children increases to at least that of non-disadvantaged children.</i>	<i>Breakfast and after-school clubs to be offered to targeted children to increase attendance and punctuality.</i>		<i>PP Champion and HT to monitor the attendance of after school and breakfast clubs and correlate to attendance.</i>	<p><i>KS and AF</i></p>	<p><i>£5,000</i></p>	<p><i>Half-termly</i></p>
<i>The self-esteem of disadvantaged pupils increases</i>	<i>Pupils are supported financially to feel as equals and no different to their peers</i>		<i>Uniform, water bottles & book bags are provided according to need</i>		<p><i>£500</i></p>	
Total budgeted cost					£9,770	
Overall planned spend					£71,254	