



Pupil Premium Report

Annual Report 2018/19

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PUPIL PREMIUM REPORT 2018/19

What is the Pupil Premium Grant?

The Pupil Premium Grant (PPG) was introduced in April 2011 and is an additional source of funding provided to schools to help them address any underlying inequalities between eligible children and their peers. The measure used for identifying eligible children is as follows:

- registered as eligible for Free School Meals (FSM) during the preceding 6 years
- 'looked after' by the local authority (CLA)
- have a parent currently serving in the armed forces

The level of the Pupil Premium funding in the last financial year 2017-2018 was £1320 per pupil, with Looked After Children (LAC) and adopted children's funding at £1,900 per pupil.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual children within their responsibility. However, schools are accountable for how they use the additional funding. Part of this accountability is for schools to report on how the Pupil Premium has been used.

The following report illustrates how we at Burton End Primary Academy are using the Pupil Premium Grant:

Pupil Numbers:	
Total on roll:	402
Receiving Pupil Premium:	65

Funding Received:	
2017-18	£79,170
2018-19	£86,910

Objectives for the Pupil Premium Grant:

- Provide additional educational support to improve the progress and attainment of those children eligible
- Diminish the difference between the achievement of those children eligible for PPG and their non-PPG peers
- Address any known underlying inequalities between children eligible and their non-PPG peers
- Ensure that the additional funding reaches children who need it most and that it makes an impact on both their education and their lives

Specific Objectives for the Pupil Premium Grant at Burton End Primary Academy:

- *Ensure that quality of teaching is consistently 'Good' or better across the school so that disadvantaged pupils receive high-quality teaching.*
- *Develop children's vocabulary so that they can talk confidently about what they are learning and have experiences that will help boost vocabulary.*
- *Improve children's ability to manage their emotions and feelings*
- *Close the academic gap between disadvantaged children and their peers*
- *Improve attendance of disadvantaged children to maximise their learning time at school*
- *Develop and reinforce home-school relationships to ensure that children get consistent expectations.*

Focus for spending:

The main objective of Pupil Premium spending at Burton End is to accelerate eligible children's progress to ensure they achieve age related expectations. This is done by:

- Providing high quality teaching and learning in across all lessons.
- Providing opportunities for children to develop their reading skills and develop their vocabulary both orally and in writing.
- Providing additional experiences for children outside of the classroom (cultural capital).
- Providing pastoral care and support for children who are facing barriers to accessing the curriculum due to emotional and/ or personal issues.
- Investing in staff to run small groups and 1:1 sessions to help children develop and consolidate skills learned in lessons.

Some Pupil Premium Funding is also used to support families with paying for school trips and visits as well as visitors to the school.

Summary of spending: 2018-2019

Use of funding

Accelerated Reader - used to increase enthusiasm for reading and providing the school with a way of assessing reading skills and ages on a more regular basis. The percentage of Pupil Premium eligible children reaching the expected standard for reading has improved. An accelerated reader competition was held

to further encourage engagement with reading.

Targeted Staffing

- **LSA Support**

The Pupil Premium also contributed to wards the employment of LSAs (Learning Support Assistants) who were able to work with children to pre and post teach key concepts, carry out learning interventions and support high-quality teaching in classrooms. Additional training was given to LSAs by members of the Senior Leadership Team in order to up-skill them and increase their effectiveness in the classroom. LSAs have supported with behaviour for learning and HLTAs have provided cover for teachers who have attended professional development activities.

- **1 ELSA - full time, 1 ELSA - part time (Pastoral/Emotional Support)**

Emotional Literacy Support Assistants were employed in order to help support children with social and emotional barriers to learning and to liaise with families. These were invaluable in helping children with social and emotional challenges and barriers overcome them and apply a more positive and grounded attitude to work. The ELSAs would be available where needed but would also deliver a short programme of activities. The full-time ELSA was also employed as a FSM (family support worker) who could be a point-of-contact for vulnerable families at the school. Not only did this contribute to supporting families with their attendance, but also improved home-school relations.

- **Before and after-school clubs**

The Pupil Premium paid for some agencies to come in to deliver pre and post-school clubs. Some of these clubs were directly geared towards encouraging disadvantaged children and were well attended. The clubs offered the children a chance to develop sports and creative skills that they might otherwise have been unable to access outside of school. Another aim of these clubs was to increase the attendance and punctuality of disadvantaged and near-disadvantaged children. A specialist PE teacher as well as outside agencies were employed to come in and deliver these clubs and sessions to ensure that the quality of these were good.

- **Attendance**

An educational welfare officer was employed (by the Trust) on a part-time basis in order to support the school with monitoring attendance and dealing with poor attendance. The budget also allowed staff to spend more time looking into attendance issues which was a priority for the year. Parents of PP eligible children were contacted as a priority and the advice from the EWO helped to support parents and the school in ensuring attendance improved.

Curriculum Resources - including:

- **Maths Mastery**

After being a 'pilot' school for the scheme four years ago, the school has rolled out Maths Mastery across the whole school. Maths mastery has helped children consolidate maths skills and develop strategies to solve problems as well as

encouraging speech and social interaction (answers are given in full sentences and vocabulary features heavily in all lessons). Maths Mastery follows a clear lesson structure and has clear expectations which has helped to provide a consistent approach to maths across the school.

- **Teaching and learning professional development**

Some Pupil Premium expenditure was used to send teachers and other members of staff on professional development activities to improve their classroom practise and to help contribute to a positive school culture to benefit children. These included training on book scrutiny and curriculum development.

- **Investment in reading books**

As children's increased engagement and enjoyment of reading was identified as a priority for the school, some of the Pupil Premium was also spent on buying in high quality books and texts for children to read. These were all collated and 'banded' by LSAs so that they could be used as part of the Accelerated Reader scheme.

- **No More Marking**

Some Pupil Premium funding contributed towards NMM (No More Marking) which has helped teachers assess children's writing during the school year by comparing their scores to other participating schools. It has also served to increase the accuracy of teacher assessments by being able to compare pieces of work with other children of a similar age. Teachers have also been able to look at 'typical' pieces of work from children in other year groups so progress throughout and have been able to see the progression of skills being taught and implemented in different year groups.

- **Commando Joe**

The school purchased 'Commando Joe' which is a scheme designed to support the curriculum by offering practical team-based tasks to build children's resilience, self-confidence and motivation. Teachers have used this throughout the year to support children and there are plans to run an after-school club using these resources in the new year which will be geared to Pupil Premium eligible children.

Performance Data Overview

Reception:

	2017	2018	2019
GLD (Non PP)	78%	78%	72.1%
GLD (PP)	22%	43%	62.5%

Phonics Screening Check:

	2017	2018	2019
Year 1 (Non PP)	85%	90%	84.8%
Year 1 (PP)	50%	71%	50%

Year 2:

	2017	2018	2019
Reading (Expected - all students)	65%	75%	70%
Reading (Expected) (PP)	33%	29%	33.3%
Writing (Expected - all students)	67%	70%	63.3%
Writing (Expected) (PP)	40%	33%	11.1%
Maths (Expected - all students)	81%	75%	80%
Maths (Expected) (PP)	56%	33%	66.7%

Year 6 (Attainment):

	2017	2018	2019
RWM (Expected)	49%	57%	53%
RWM (Expected) (PP)	15%	30%	50%
Reading (Expected)	60%	72%	71%
Reading (Expected)(PP)	31%	50%	70%
Writing (Expected)	68%	69%	65%
Writing (Expected) (PP)	38%	40%	60%
Maths (Expected)	58%	71%	75%
Maths (Expected) (PP)	31%	50%	50%

Y6 Progress (points)		17/18	18/19
Reading	All	-3.3	0.2
	PP	-2.4	-2.8
	Non	-3.5	+0.8
Writing	All	-3.5	-1.8
	PP	-3.0	-0.3
	Non	-3.6	-2.3
Maths	All	-3.3	0.9
	PP	-2.5	-1.1
	Non	-3.5	+1.3

Summary and implications for next year:

Across year groups, data demonstrates that disadvantaged children are making more progress than their peers, however the attainment gap is growing or is being maintained. Several of the disadvantaged children in Year 6 also had additional academic, behavioural or social needs. Therefore, collaboration between teachers, the SENCO and ELSAs needs to be a focus so that these needs are identified earlier and resources and strategies are tailored to give disadvantaged children the best possible chance of accelerating progress to close the gap.

The data also demonstrates that:

- Combined Reading/Writing/Mathematics attainment is still a focus for Pupil Premium Grant children in Year Six compared to national averages.
- Progress across Key Stage 2 for PPG children is still less than national averages, but shows that disadvantaged children are making better progress than their peers.
- At the end of KS1, the number of disadvantaged children performing at or above age-related expectations is well below average and disadvantaged children are falling behind their peers across the curriculum.

Next year, further development of vocabulary and resilience should be a priority in order to make children as independent and 'secondary ready' as possible.

Attendance of disadvantaged children needs to increase and so clubs and breakfast club participation needs to be looked at in order to maximise the number of children this impacts - particularly with respect to persistently absent children.

The consistency of high-quality teaching and pedagogy also needs to be developed so that expectations are high across the school.