

Pupil premium strategy statement; Burley Primary School

2020-2021

1. Summary information					
School	Burley Primary School				
Academic Year	2020-2021	Total PP budget	£18,251	Date of most recent PP Review	September 2020
Total number of pupils	92	Number of pupils eligible for PP	18 (20%) FSM 17 (PP)	Date for next internal review of this strategy	July 2021

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.	Low entry levels for communication and language, this slows phonics and reading progress in subsequent years	
B.	Low entry levels for literacy and numeracy, impacting mostly on reasoning in mathematics and fluency in reading	
C.	Low entry levels for personal, social and emotional development	
D.	Fewer life experiences and opportunities	
E.	% of Pupil Premium children are on the SEN register	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Attendance; Poor attendance of some PP children with limited access to external services	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All pupils will make at least expected progress in Reading and Writing. Access to more quality first teaching through Reading and Writing.	<ul style="list-style-type: none"> Evidence of progress (closing the gap) and attainment improved in Reading and Writing.
B.	Pupils will make at least expected progress in Mathematics. Year 4 pupils will meet at least the floor standard for the multiplication tables check in 2020.	<ul style="list-style-type: none"> Evidence of progress (closing the gap) and attainment improved in Mathematics.
C.	Support provided for children in managing challenging circumstances including those who need support to manage their emotional health and well-being.	<ul style="list-style-type: none"> Learning behaviours will be improved (Resilience & self-regulation) As a result, attainment will have improved due to their growth mind-set.

D.	Children will have access to an enriching curriculum to ensure that PP children have the same experiences as non PP children.	<ul style="list-style-type: none"> • PP money to subsidise costs of school trips (not accessible during covid.) As a result, these children will be able to access varied life experiences e.g. school trips/ learning workshops which will improve communication/literacy skills- T to look at virtual alternatives during the Covid restrictions.
E.	Evidence will show that targeted support has insured PP children with SEND diminish the difference in relation to attainment and progress.	<ul style="list-style-type: none"> • 2:1 support from a TA with SEN specialism will ensure progress for these individual children. • Appropriate external support is secured for children & their families – supporting progress.

How this is addressed through the use of Pupil Premium funding is outlined in the documentation below. This is measured through tracking across the school to ensure effective provision. This will be tracked against other children to ensure that any gap in attainment compared to other children is addressed.

4. Planned expenditure					
Academic year	2020-2021				
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?
<p><i>Pupil Premium Champion to provide:</i></p> <p>PP Coaching PP data analysis PP Learning Walks PP interviews</p>	<p>Cost of Pupil Premium Champion day x 6 £1,120</p> <p>Pupil Premium Champion to be released for 1 day every half term to monitor impact of PP expenditure.</p>	<p>PPC to work closely with teacher's and TA's ensuring accountability.</p> <p>NERF What are the most effective ways to support Disadvantaged pupils' achievement?</p> <p>3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.</p> 	<p>Progress is monitored closely of PP children.</p> <p>HIAS support from SS- February 2020 (Coaching)</p> <p>1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.</p> 	LC	Half Termly
<p>Pupils will make at least expected (more than expected) progress in Reading.</p>	<p>Build stamina for reading through ensuring pupils read daily during guided reading.</p> <p>Build stamina for reading through ensuring pupils read more high level quality text which will challenge them.</p> <p>Use adult helpers to ensure as many pupils as possible can be heard read on a daily or 3 x weekly basis.</p>	<p>Data analysis shows that we need to continue to work on closing the gap in Reading for PP pupils.</p> <p>6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.</p> 	<p>Subject leaders will monitor termly the planning, teaching and assessment of reading.</p> <p>HIAS support from LK; English planning (Guided reading & writing)</p> <p>HIAS support from SS</p> <p>Data analysis from half-termly multiplication checks.</p>	<p>HM</p> <p>GB-English Lead LC</p>	Half-Termly

<p>Pupils will make at least expected progress (more than expected progress) in Mathematics.</p>	<p>Focus on teaching the basic skills on a daily basis.</p> <p>Follow the concrete, pictorial and abstract approaches to the teaching of Mathematics.</p> <p>All KS2 children have access to Times Tables Rockstars to improve the rapid recall of multiplication tables.</p>	<p>Data analysis shows that we need to continue to work on closing the gap in Mathematics for PP pupils.</p> <div data-bbox="779 309 1227 507"> <p>7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.</p>  </div>	<p>Subject leaders will monitor termly the planning, teaching and assessment of Mathematics.</p> <p>HIAS support from B</p>	<p>HM/NA NA- Maths lead</p>	
Total budgeted cost					£20,222
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>Barrier A&B) Improve phonic attainment/ spelling for targeted PP children.</p>	<p>Cost of 1 TA – pm 40 weeks in school year £19,102</p>	<p>To ensure children with PP have full phonic knowledge when they leave KS1.</p> <div data-bbox="752 1002 1223 1171"> <p>4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p>  </div>	<p>Impact to be measured using the Year 1 phonics screening check and KS1 assessments at the end of year 2</p> <p>Impact of KS2 PP children to be measured based on Vernon testing.</p>	<p>HM/NA LC</p>	<p>Termly</p>

Barrier A) Increase levels of communication & language.	Cost of Language Link package – annual £210	To identify early barriers to language and address these within the classroom setting with clear focus for targets based on language link findings LC will explore evidence from Alex Quigley ‘Closing the Gap-’ vocabulary supports children in being able to communicate and express themselves. Bringing Words to Life by Isabel Beck- Tier 2 & 3 vocabulary.	Analysis from SENCO on levels of speech and language. English learning walk evidence- do the learning walls support the development of vocabulary- ‘dictionary wall/ vocabulary wall/ word of the day’ Coaching/Mentoring of CT’s.	HM/NA SENCO/ SENCO Assistant LC PP Champion	Termly
Barrier E) To support PP children with high SEN.	Cost of TA for the year £19,102	To secure improvement for the 2 SEND pupils in the classroom environment. Curriculum needs to be adapted to meet complex needs. Support will ensure less distraction for class peers.	Additional classroom support due to high numbers of PP children in addition to daily support for two children in YR 3 with high levels of SEN (also PP). Impact will be measured on progress of SEND children and whole class attainment.	HM/NA LC PP Champion SENCO- CB SENCO Assistant- LL	Termly
Barrier A) All pupils will make at least expected progress in Reading & Writing.	Cost of 1 TA afternoon 40 weeks in school £9,796 (based on CS 3.5 hours per day)	Additional intervention support for PP pupils in Reading & Writing. For targeted support to close gaps in attainment and progress to diminish the difference between pupil groups.  5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils’ learning.	% targets to be set at pupil progress meetings Impact will be measured against targets and attainment in pupil progress meetings.	HM/NA EHT/DHT GB- English lead LC PP Champion	Termly
Total budgeted cost					£29,108
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?
Barrier F) Attendance of pupils will be at least 97%	<p>Cost of TA during mornings 40 weeks in school year</p> <p>£9,796 (based on 3.5 hours per day)</p> <p>Positive praise for good attendance (celebration assembly)</p> <p>Personalised letters to all parents of pupils with attendance below %</p> <p>Attendance meetings with HM/LL (SENCO Assistant)</p>	<p>Pupils who attend school regularly make better progress.</p> 	<p>To see an improvement in % of attendance for PP children.</p> <p>Families to be provided support/guidance and where necessary seek external support.</p> <p>LC to research into positive approaches to attendance e.g. class celebration for class attendance/class attendance listed on newsletter.</p>	<p>HM/NA SENCO CB /SENCO Assistant LL</p> <p>All CT</p>	Termly
Barrier C)	<p>Cost of ELSA (one afternoon) 40 weeks in school year</p> <p>£1177</p> <p>Cost of supervision and cluster meetings annual £300</p>	<p>Support provided for children in managing challenging circumstances including those who need support to manage their emotional health and well-being.</p> <p>To support learning behaviours, resilience and self-regulation.</p>	<p>SEMH</p> <p>Evidence of children showing high levels of engagement in learning.</p> <p>Evidence of children knowing how to use a range of strategies to help them manage their feelings</p>	<p>HM/NA SENCO CB /SENCO Assistant LL ELSA</p>	Termly
Barrier D	<p>Trips/enrichment workshops to be subsidised for PP</p>	<p>PP often have fewer life experiences/opportunities which can impact their learning.</p>	<p>Data analysis SEMH</p> <p>CT to think carefully about enriching activities that will support their</p>	<p>HM/NA</p> <p>All CT</p>	Termly

	children (cost dependent on trips)		curriculum. Working with NA to map out these opportunities.		
Total budgeted cost					11,273 (Excluding cost of subsidised trips)

As a school we plan to overspend, as some children's support is funded through different budgets, including the notational SEN and main school budget.

5. Review of expenditure				
Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>All pupils will make at least expected progress in W Reading & Maths</p> <p>Multiplication Test-Floor Standard</p> <p>Phonics</p> <p>Expected progress for all</p> <p><i>Pupil Premium Champion to provide:</i> PP Coaching PP data analysis PP Learning Walks PP interviews</p>		<p>Due to the Covid- 19 pandemic has been hard to measure the impact of progress from the last data drop (December 2019.) There will be large gaps in learning for all children, PP will need more support at this time to close the gaps further. Only a small majority of Pupil Premium children returned</p> <p>Not administered due to Covid-19. Teachers to re-test for assessment.</p> <p>Coaching programme developed & started with HIAS representative SS. PP Champion provided monitoring & evaluating forms for teachers to complete to have a greater understanding of needs across the school- including the areas of expenditure e.g. pastoral. PP leader met with teachers during data analysis to identify gaps- how to move forward.⁷ PP leader created a TA focused PP timetable & modelled to the rest of the teaching staff how to organise & fully utilise our support staff to support our PP children.</p>	<p>We will continue moving forwards with the targets, however there will be a tighter focus for the quality of teaching and learning. Teachers will focus on specific domains in an area of learning to ensure we are closing the gap in learning.</p> <p>To continue with these approaches to monitor impact.</p>	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Support provided for children in managing challenging circumstances including those who need support to manage their emotional health and well-being.	ELSA/ SCARF PSHE syllabus followed by individual classes-timetabled for once a week plus daily check in's with children's mental health and well-being	Support was given to those FSM children that attended school during the lockdown/ gradual return of school.	This is will be a high priority approach for FSM children due to the impact of the COVID pandemic and children's mental health. Our ELSA will supporting specific children in weekly sessions but also class teachers will be following our SCARF PSHE programme and ensuring that discussing how we are feeling is a priority.	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children will have access to an enriching curriculum to ensure that PP children have the same experiences as non PP children.	Trips/enrichment/ workshops	Successful visits from companies e.g. Portal to The Past- Egyptian workshop Chn were given access to these opportunities until the lockdown began in March 2020. During the children's time at home all staff worked collectively to provide an exciting and engaging topic/ project based learning forum.	Trips will have to be put on hold until we are allowed to provide these again, however T are to think creatively about how they can provide engaging opportunities in class that help children access an enriching curriculum.	
Attendance of pupils will be at least 97%	Personalised letters to all parents of pupils with attendance below % Attendance meetings with HM/LL (SENCO Assistant)	Letters were an effective way of targeting children who were under the % of attendance and regular meetings were held with non-attendees.	This will remain a target. SLT & CT to monitor the attendance of pupils, post- Covid as it is essential that the children attend school.	

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

Monitoring:

Teachers evaluated the starting points for PP children (see report below)/ Book Monitoring in November 2020 evaluated the progress of PP children.

Pupil Premium Feedback Form- Assessment

Name of Child:		Currently on SEND register? YES/NO	Year group:
Teacher Assessment based on last data drop (DEC): SEND/WTS/EXP/GDS	Current Headstart Test Assessment Level (baseline data): R- W- M-	Teacher own current assessment: R- W- M-	What are you already providing for this individual in classroom?
Did they return to school when it re-opened following lockdown? (June 2020)	<u>Please highlight</u> Yes No		Further comments (if needed):
Did they engage with home learning during lockdown/ if they didn't return to school?	<u>Please highlight</u> Yes No		Further comments (communication with family etc...)

Are you concerned about their mental health now they have returned to school?	<p><u>Please highlight</u></p> <p>Yes</p> <p>No</p>	If yes- what have you put in place to support this already? Are they having ELSA support?
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Which domain below will you be focusing on for this individual child? Only select which is applicable.
(Please highlight)

Reading	PHASE 1
Themes & Conventions	Comprehension: Clarify
Comprehension: Monitor & Summarise	Comprehension: Select & retrieve
Comprehension: Respond & Explain	Inference
Language & Effect	
Writing	PHASE 1
Transcription	Handwriting
Composition	Vocabulary, Grammar & Punctuation
Maths	PHASE 1
Number & Place Value	Addition & Subtraction
Multiplication & Division	Fractions
Measurement	Geometry

Any further support needed?