

**Burnhope Primary School**  
**Pupil Premium Strategy Statement**  
**2017 – 2018**

**Rationale**

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. According to the Department for Education (DfE), this includes pupils who are entitled to free school meals, those looked after by the local authority and the children of armed service personnel. All schools are required to report on the amount of funding received and how this is being used. Once information is available, the impact of the funding should also be reported.

**Reception – Year 6 Pupil Premium Funding**

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children	Number of Service Children
39	17 Per Pupil £1,320	22 Per Pupil £1,320	1 Per Pupil £1,900*	0 Per Pupil £300

\*Looked After Children receive £1,900 with £300 being retained centrally by the Local Authority.

**Early Year Pupil Premium Funding**

Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
8	5	1	4	£1550.25 each year. Based on these figures
	Hourly Rate £0.53	Hourly Rate £0.53 15 hours £7.95 a week	Hourly Rate £0.53 4(15x0.53) =£31.80 weekly	Hourly Rate £0.53 £39.75/ week

Pupil Premium Summary Information			
Total Number of Pupils ( Inc. FTE )	73	Number of Pupils Eligible	39
Total Pupil Premium Budget	£53,380	% of Pupils Eligible	53.4%
Dates of PP Reviews with link governor			
11.09.17	15.01.18	23.04.18	09.07.18

Early Years Pupil Premium Current Attainment On entry September 2017		
Baseline Assessment – Age Expected Level Emerging 30-50 Months	Pupils Eligible For EYPP	Pupils Not Eligible For EYPP
28.6% achieving age expected levels on entry in Communication and Language	25%	33.3%
14.3% achieving age expected levels on entry in Reading	0%	33.3%
14.3% achieving age expected levels on entry in Writing	0%	33.3%
28.6% achieving age expected levels on entry in Number	25%	33.3%
28.6% achieving age expected levels on entry in Shape, Space & Measure	25%	33.3%

Barriers to future attainment for pupil eligible for Pupil Premium		
<b>In-school barriers</b>		
A	Undeveloped phonics skills in KS1, particularly for pupils entitled to PPG	
B	Outcomes generally for pupils in receipt of PPG are not as strong as for other groups in all areas	
<b>External barriers</b>		
C	Emotional well-being and anxiety issues are barriers to learning (particularly for PP); this impacts on children's ability to engage and therefore has a detrimental effect on academic progress	
D	Attendance is a problem with a small number of PP children – they are persistently absent – and this impacts on learning	
<b>Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	
	<i>Success criteria</i>	
A	To raise attainment in phonics – with a particular focus on Y1 and Y2 and PP children	Increase % achieving expected standard at the end of Y1
B	To raise attainment in maths, writing and reading in line with peers	Gap between PP and Non PP diminishes
C	To nurture and support children to help to remove their barriers to learning	Children able to engage in their learning
D	Children's attendance improves and they are no longer classed as persistently absent	Children's attendance increases and is above 92%

**Record of PPG spending – Completed, on-going or planned**

<b>Support</b>	<b>Cost</b>	<b>Objective</b>	<b>Predicted Outcome / Impact</b>
Intervention teacher (x4 pm sessions) (Sept. 17 – July 18)	<b>£19600</b>	To provide small group / 1:1 support each afternoon for PP pupils across the school.	For Year KS1 & KS2 outcomes to show better than expected progress in Reading, Writing and Maths for PP children. <b>Impact</b> <b>Progress measures for KS1 show:</b> <b>94.2% made good or better progress in reading</b> <b>82.35% made good or better progress in writing</b> <b>76.39% made good or better progress in Maths</b> <b>Progress measures for KS2 show</b> <b>Reading: 0.5</b> <b>Writing: 1.2</b> <b>Maths: -1.3</b>
		<b>Phonic skills</b>  X4 groups 6 sessions of 30 mins each week	Children to make accelerated progress towards age related outcomes. That the gap between PP children and non PP children is reduced. Increased amount of % pass the phonics check in Y1 (71% 2017 of which 50% passed PP children) <b>Impact</b> <b>In 2018 the % of children passing the check was 87% of which PP children passing the phonics check was 86%</b>
		<b>Maths Intervention</b>  X3 groups  3 sessions of 30 mins each week.	Year 2 targeted pupils to meet ARE in SATs May 2018 <b>Impact</b> <b>The % of pupils achieving ARE in Maths was 76% of which 50% of PP children, the remaining 50% all are code K</b> Y3 pupils to make accelerated progress towards ARE. <b>Impact</b> <b>Pupil mobility makes this difficult to measure as 50% of the PP children moved during the course of the year.</b> Y4,5,6 pupils to make accelerated progress towards ARE. <b>Impact</b> <b>Mobility has effected this comparison also. However a higher proportion have achieved ARE (see KS2 data)</b>
		<b>Reading Intervention</b>	Targeted groups of PP children in Y3,4,5 &6 For better than expected progress from previous summer assessments so that pupils make accelerated progress towards ARE from previous Key Stage outcomes.

		<p>X2 groups</p> <p>Each group to have 2x 30 min sessions</p>	<p><b>Impact</b> End of KS2 data shows that the % of PP children achieving ARE has risen for Reading.</p>
		<p><b>Spelling Intervention</b></p> <p>1 x30 min session</p>	<p>Targeted KS2 PP children For better than expected progress from previous summer assessments so that pupils make accelerated progress towards ARE from previous Key Stage outcomes.</p> <p><b>Impact</b> End of KS2 data shows that the % of PP children achieving ARE in GPS is broadly in line with national averages.</p>
		<p><b>Handwriting Intervention</b></p> <p>X4 15 min sessions</p>	<p>Targeted identified pupil from KS2 PP For targeted to produce work which is legible and of a consistent size. For joins to be evident in pupil's work.</p> <p><b>Impact</b> End of KS2 data shows that 100% of PP children achieved ARE in writing.</p>
Support Staff (HLTA)	<b>£13,516</b>	To provide in class support for Y2/3 PP children each morning	<p>For Year KS1 &amp; KS2 outcomes to show at least expected progress in Reading, Writing and Maths for PP children.</p> <p><b>Impact</b> Progress measures for PP children show that at least expected progress has been made from EYFS to KS1 Progress measures for PP children in Y3 show that at least expected progress has been made in reading and writing. Maths will be the focus for PP children in the next academic year.</p>
Support staff (TA)	<b>£7558</b>	To provide small group / 1:1 interventions x4 afternoons for PP children.	<p>For Year KS1 &amp; KS2 outcomes to show at least expected progress in Reading, Writing and Maths for PP children.</p> <p><b>Impact</b> Progress for children relating to starting points is at least expected in reading and writing. Maths continues to be the area to develop.</p>
		Gross Motor Programme	<p>For targeted PP children to improve co-ordination and balance and make accelerated progress towards being at ARE</p> <p><b>Impact</b> ARE for specific children shows accelerated progress towards being ARE.</p>
		Listening and Attention Programme	<p>For targeted PP children to improve listening and concentration and make accelerated progress towards being at ARE</p> <p><b>Impact</b> Speaking and Listening skills are improved, where there is still a difficulty advice has been sought from Speech and Language, Educational Psychologist and the Cognition and Learning team.</p>

		Speech and Language programme	For targeted PP children to improve speech and language, following guidance from SALT. <b>Impact</b> Individual children have made progress on their programmes.
Early Intervention Behaviour support	<b>£3800</b>	For those pupil premium pupils in need of additional support.	For incidences of poor behaviour to reduce (see behaviour log). To reduce the number of fixed term exclusions for PP children. <b>Impact</b> Frequency of poor behaviour has decreased, use of CPOMS to catalogue incidences helps to track patterns of behaviours and triggers which has led to better management.
Targeted work from EMTAS	<b>£2100</b>	X1 afternoon to work 1:1 with Pupil Premium child	To continue to improve the attendance of PP children who are travellers. <b>Impact</b> This continues to be a priority and an area to improve. Some improvement over the course of the year.
Appointment of Attendance Officer	<b>£2710</b>	Attendance Officer to work with families. Action Plan to be drawn up for each family. Monitor those children under 96% and identify early if causing concern	For attendance for PP children to improve, rates of persistent absenteeism to reduce and lateness to be eradicated. <b>Impact</b> PP children continue to have lower attendance 5 pupils are PA at the end of the year of which 3 were PP. Lateness has improved.
Breakfast Club	<b>£11525</b>	Invite all children to Breakfast Club free of charge Use a Sports Coach for x1 breakfast club TAs to be used to support children at start of each learning session	For the % of PP attending breakfast club to continue to increase allowing them to access a healthy / nutritious meal to start the day and access to additional sports session. <b>Impact</b> The % of children attending breakfast club who were PP was 75% at the end of the Summer term. Attendance on a Thursday is particularly improved.
<b>Total expenditure:</b>	<b>£60,809</b>	<b>Additional funding provided from school's unallocated budget.</b>	

### Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Committee Members: XXXXXXXXXX

Pupil Premium Committee Meeting	Autumn: January 15 <sup>th</sup> 2018	Spring: April 27 <sup>th</sup> 2018	Summer: July 9 <sup>th</sup> 2018
<p><b>Autumn Summary</b>            Attended: ██████████            Discussed pupil progress in relation to PP children. Discussed the need for targeted intervention. Discussed opportunities to read and ██████████ volunteered to read with PP pupils x2 weekly. H/T to discuss with class teachers targeted pupils to ensure that these children have opportunities to practice reading.            ██████████ asked the question would PP children in Y6 have to be compared to n/a or PP? H/T explained that there are no non-PP children in Y6. H/T explained that all timetables had been revised and she had meet with staff to identify gaps. Timetables are available on the school shared documents.</p>			
<p><b>Spring Summary</b>            Attended: ██████████            Discussed Reception children and RWInc. Interventions. Governors pleased that gap is very small in R, W and PP Children are performing well in Maths.            Discussed Y1 Reading and the impact of a volunteer. Discussed the problem of parents not always reading with children. Discussed promoting reading and parental engagement. ██████████            "Why is the gap so wide and what is the prediction for the end of the school year?" H/T explained that all additional interventions were focusing on phonics with the phonic screening test in June.            Other interventions would take place after phonics input. Predictions are that phonics screening will be 87% with 86% of PP children reaching the standard.            Y2 one PP left in February this has negatively affected the figures as 4 of the 8 \pp pupils have an SEND support plan.            governors questioned writing scores / discussion staff development / deployment of staff i.e Howden-Le-Wear project and an additional teacher working with Y2.            Y3 discussed pupil movement as 2x PP children have left. Y4 movement of pupils have affected the figures.            Y5 Although below N/A at the moment, governors and HT discussed that by the end of KS2 the gap will be narrowing for PP children.            Y6 Only PP children in Y6, there has been an improvement in Maths for these children.</p>			
<p><b>Summer Summary</b>            Attended: ██████████            Discussed the end of year outcomes for all year groups. In EYFS the number of children achieving GLD was - all pupils 81.8% disadvantaged 80%. ██████████ asked if the impact of the RWInc programme can be seen within EYFS and the Headteacher replied that as 91% of all children achieved a GLD in reading and 100% of disadvantaged children achieved a GLD in reading the impact of RWInc. Could be clearly seen.            ██████████ asked if this impact could be seen in other year groups. The H/T explained that in Year 1 87% of all children passed the phonics screening check and that 86% of PP children passed the phonics screening check. The difference in ARE between all pupils and PP pupils shows there is a gap to close which will be addressed with catch up / keep up programmes in the Autumn term.            KS1 outcomes were analysed and a gap remains between all children and PP children. The proportion of SEN children in this year group reflects this gap. The H/T explained that these children are closely monitored and reviewed to ensure that individual needs are being met. The gap is bigger in Maths than reading and writing as the % of children achieving ARE is higher. The H/T explained that new resources were being bought to help with accelerating the progress of PP children for the Autumn term. These Maths resources would be used throughout KS1 and KS2 with the aim of raising attainment for PP children and closing the gap.            The gap for maths in Year 3 data is widest in writing and Maths. The gap in Year 4 is widest in reading and in Year 5 the gap is the same across all three subjects. ██████████ asked why there was not a pattern. A discussion followed regarding small cohort sizes (e.g. under 10) and how it became a matter of individual strengths and areas for development, a discussion about mobility also followed.            This reinforced the need for intervention programmes for catch up, keep up, and SEN children.            KS2 outcomes show that 75% of the cohort achieved RWM. 100% achieved the writing standard.</p>			
<p><b>Review Date</b> 9<sup>th</sup> July 2018</p>	<p>Headteacher &amp; Chair of Governors</p>		

Outcomes 2017 – 2018																
EYFSP GLD				Year 1 Phonics achieved standard					Year 2				Year 6			
PP(6)	Not PP (5)	NA PP	NA Not PP	PP (7)	Not PP (8)	NA PP	NA Not PP	(NA= National Average)	PP	Not PP	NA PP	Not PP NA	PP	Non PP	NA PP	Non PP NA
83%	80%			86 %	88 %			No. of children	8	9			4	0		
								RWM	50%	89%			75%	N/A		
								R	50%	89%			75%	N/A		
								W	50%	89%			100%	N/A		
								M	50%	100%			75%	N/A		