

Burnhope Primary School
Pupil Premium Strategy Statement
2018 – 2019

Rationale behind Strategy

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.

The rationale of the PP spending for 2018-19 is based on EEF Research that shows the effectiveness of interventions
In 2018-19 the following methods will be used

One to one tuition (+5 months gain)

At Burnhope Primary School One to one tuition involves a teacher, giving a pupil intensive individual support. It may as a replacement for other lessons at our school this time will be a short 20-40 min session during the afternoon and the intervention will be with the class teacher or a TA trained in the intervention.

How effective is it?

Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.

Evidence indicates that one to one tuition can be effective

Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.

Reducing class size (+3 months gain)

As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.

How effective is it?

Reducing class size appears to result in around three months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall, the evidence does not show particularly large or clear effects until class size is reduced substantially to fewer than 20 or even 15 pupils. It appears to be very hard to achieve improvements from modest reductions in class size to numbers above 20, for example from 30 to 25.

Overall the evidence does not show particularly large or clear effects, until class size is reduced substantially. Therefore at Burnhope Primary School the class size for teaching and learning in English and Maths is reduced to

Y1 = 14 pupils

Y2 = 14 pupils

Y3 = 17 pupils

Y4/5/6/ = 22 pupils

Social and emotional learning (+4 months gain)

Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.

Three broad categories of SEL interventions can be identified:

- universal programmes which generally take place in the classroom; e.g. PSHE lessons – Jigsaw programme
- more specialised programmes which are targeted at students with particular social or emotional needs; and (e.g. school counsellor)
- school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning e.g. OPAL

How effective is it?

On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.

Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.

SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils.

SEL approaches have been found to be effective in primary and secondary schools, and early years settings.

Small group tuition (+4 months gain)

Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.

How effective is it?

Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.

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
40	16 Per Pupil £1,320	24 Per Pupil £1,320	1 Per Pupil £2,300	0 Per Pupil £300

Early Year Pupil Premium Funding				
Total of Nursery Pupils 18	Number of Eligible Pupils 2	Number of Eligible Boys 1	Number of Eligible Girls 1	Total EYPP Budget Based on these figures £620.10
	Hourly Rate £0.53	Hourly Rate £0.53 15 hours £7.95 a week	Hourly Rate £0.53 15 hours £7.95 a week	Hourly Rate £0.53 £7.95 each week

Pupil Premium Summary Information			
Total Number of Pupils (Inc. FTE)	74	Number of Pupils Eligible	40
Total Pupil Premium Budget	£53,975	% of Pupils Eligible	54%

Dates of PP Reviews with link governor			
29 th October 2018	14 th December 2018	29 th March 2019	12 th July 2019

Early Years Pupil Premium Current Attainment On entry September 2018		
Baseline Assessment – Age Expected Level Secure 22-36 Months / Emerging 30-50 Months	Pupils Eligible For EYPP	Pupils Not Eligible For EYPP
33% achieving age expected levels on entry in Communication and Language	50%	25%
33% achieving age expected levels on entry in Reading	50%	25%
33% achieving age expected levels on entry in Writing	50%	25%
44% achieving age expected levels on entry in Number	50%	37%
44% achieving age expected levels on entry in Shape, Space & Measure	50%	37%

2018 - Outcomes													
KS1	PP Pupils			Other			KS2	PP Pupils			Other		
	SCH	NA	DIF	SCH	NA	DIF		SCH	NA	DIF	SCH	NA	DIF
EYFS GLD	80%	57%	23%	83%	74%	9%	Expected Standard Reading	75%	64%	11%	N/A	80%	N/A
Year 1 Phonics	86%	70%	16%	88%	84%	4%	Expected Standard Writing	100%	68%	32%	N/A	83%	N/A
Expected Standard Reading	50%	63%	13%	89%	79%	10%	Expected Standard Maths	75%	64%	11%	N/A	81%	N/A
Expected Standard Writing	50%	56%	6%	89%	74%	15%	Expected Standard GPS	75%	67%	8%	N/A	82%	N/A
Expected Standard Maths	50%	63%	13%	100%	79%	21%	Expected Standard R/W/M	75%	51%	24%	N/A	70%	N/A

2019 - Outcomes													
KS1	PP Pupils			Other			KS2	PP Pupils			Other		
	SCH	NA	DIF	SCH	NA	DIF		SCH	NA	DIF	SCH	NA	DIF
EYFS GLD	60%	56%	4%	67%	75%	12%	Expected Standard Reading	75%	62%	13%	67%	78%	9%
Year 1 Phonics	100%	71%	29%	100%	84%	16%	Expected Standard Writing	75%	68%	7%	100%	83%	17%
Expected Standard Reading	71%	62%	9%	89%	78%	11%	Expected Standard Maths	75%	68%	7%	100%	83%	17%
Expected Standard Writing	71%	55%	16%	89%	73%	16%	Expected Standard GPS	75%	68%	7%	100%	83%	17%
Expected Standard Maths	71%	63%	8%	89%	79%	10%	Expected Standard R/W/M	75%	51%	24%	67%	71%	4%

Attainment September 2018

Cohort	Subject	Current Baseline Data –Summer 2017 used for September 2018)				Aspiration at End Of Year			
		All	Disadvantage	Other	Difference	All	Disadvantage	Other	Difference
Year 6 (7)	Reading	71%	50%	100%	50%	71%	50%	100%	50%
	Writing	71%	50%	100%	50%	86%	75%	100%	25%
	Maths	71%	50%	100%	50%	86%	75%	100%	25%
	GPS	71%	50%	100%	50%	86%	75%	100%	25%
Year 5 (7)	Reading	75%	40%	100%	60%	86%	80%	86%	6%
	Writing	50%	40%	67%	27%	86%	80%	86%	6%
	Maths	75%	60%	100%	40%	86%	80%	86%	6%
	GPS	50%	40%	67%	27%	86%	80%	86%	6%
Year 4 (8)	Reading	75%	75%	100%	25%	75%	50%	100%	50%
	Writing	75%	50%	100%	50%	75%	50%	100%	50%
	Maths	75%	50%	100%	50%	75%	50%	100%	50%
	GPS	75%	50%	100%	50%	75%	50%	100%	50%
Year 3 (17)	Reading	71%	50%	89%	39%	71%	56%	88%	32%
	Writing	71%	50%	89%	39%	71%	56%	88%	32%
	Maths	76%	50%	100%	50%	76%	56%	100%	44%
	GPS	71%	50%	89%	39%	71%	56%	88%	32%
Year 2 (16)	Reading	80%	71%	87%	16%	88%	88%	88%	0%
	Writing	80%	71%	87%	16%	88%	88%	88%	0%
	Maths	80%	71%	87%	16%	88%	88%	88%	0%
	GPS	80%	71%	87%	16%	88%	88%	88%	0%
Year 1 (12)	Reading	82%	80%	83%	3%	92%	100%	83%	17%
	Writing	82%	80%	83%	3%	83%	83%	83%	0%
	Maths	82%	80%	83%	3%	83%	83%	83%	0%
	GPS	N/A	N/A	N/A	N/A	83%	83%	83%	0%
EYFS R (7)	Reading	57%	50%	66%	11%	86%	100%	66%	34%
	Writing	57%	50%	66%	11%	86%	100%	66%	34%
	Number	57%	50%	66%	11%	86%	100%	66%	34%

Barriers to future attainment for pupil eligible for Pupil Premium		
In-school barriers		
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 particularly in KS1	
External barriers		
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	
Desired outcomes		
	<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 R, Y1 and Y2 and PP children	Increase the % achieving GLD at the end of Reception Increase % achieving expected standard at the end of Y1 and Y2
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			
Support	Cost	Objective	Predicted Outcome / Impact
Intervention carried out by class teacher (x3 45 minute sessions sessions) x3 classes (Sept. 18 – July 19) 135 mins Class 2 135 mins Class 3 135 mins Class 1 6 ¾ hours £33.77	Teacher available through PE sessions – costed against PE premium	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. Impact PP pupils across the school have exceeded national averages.
		Phonic skills To provide small group / 1:1 support each afternoon for PP pupils across the school.	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 (88% 2018 of which 88% passed PP children) Increase amount of % pass the phonics re-sit in Y2 (60% passed 2018) Impact 100% of PP children passed the phonics screening Y1 100% of PP children passed the phonics resit Y2

		Maths Intervention	Year 2 targeted pupils to meet ARE in SATs May 2019 Y3 pupils to make accelerated progress towards ARE. Y4,5,6 pupils to make accelerated progress towards ARE. Impact Y2 pupils and Y6 pupils PP achieved accelerated progress and an increase in ARE by the end of the year
		Reading Intervention	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. Impact Y6 PP children increased ARE and 75% achieved expected standard in reading 25% of Y6 pupils achieved greater depth in reading. Internal data shows that the gap in narrowing for PP children.
		Spelling Intervention	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. Impact Internal data shows that the gap in narrowing for PP children. 75% of Y6 PP children achieved ARE
		Handwriting Intervention	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. Impact Internal monitoring shows that handwriting has improved for all children.
Support Staff (HLTA)	£13,516	To provide in class support for Y4/5/6 PP children each morning	For Year KS1 & KS2 outcomes to show at least expected progress in Reading, Writing and Maths for PP children. Impact Internal data shows that the gap in narrowing for PP children.
Support staff (TA)	£7558	To provide small group / 1:1 interventions x afternoons for PP children.	For Year KS1 & KS2 outcomes to show at least expected progress in Reading, Writing and Maths for PP children. Impact Internal data shows that the gap in narrowing for PP children.

		Gross Motor Programme	For targeted PP children to improve co-ordination and balance and make accelerated progress towards being at ARE Impact Internal data shows that the gap in narrowing for PP children.												
		Listening and Attention Programme	For targeted PP children to improve listening and concentration and make accelerated progress towards being at ARE Impact Internal data shows that the gap in narrowing for PP children.												
		Speech and Language programme	For targeted PP children to improve speech and language, following guidance from SALT. Impact Internal data shows that the gap in narrowing for PP children.												
Additional teacher am sessions to target Y1 & Y2 children	£20,400	Each morning	Y1 & Y2 children split into two teaching groups to ensure rapid progress for all PP children. Impact Internal data shows that the gap in narrowing for PP children.												
Targeted work from EMTAS	£2,100	X1 afternoon to work 1:1 with Pupil Premium child	To continue to improve the attendance of PP children who are travellers. Improved attendance for some. Impact Close monitoring of families shows some improvement for some traveller PP children.												
Power Maths Scheme	£2,600	Throughout Y1-6	Scheme to support all pupils but particularly the teaching and learning of PP children. To raise aspirations of achievement for this group. Impact ARE has increased across the school Y1-Y6. To extend the scheme to Reception from September.												
Appointment of Attendance Officer	£2,710	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. Impact <table border="1" data-bbox="936 1050 1641 1281"> <thead> <tr> <th></th> <th>Ever 6 FSM</th> <th>% Absence</th> <th>10pc def</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td></td> <td>6.7</td> <td>20.7</td> </tr> <tr> <td>2018/19</td> <td></td> <td>5.0</td> <td>11.1</td> </tr> </tbody> </table>		Ever 6 FSM	% Absence	10pc def	2017/18		6.7	20.7	2018/19		5.0	11.1
	Ever 6 FSM	% Absence	10pc def												
2017/18		6.7	20.7												
2018/19		5.0	11.1												
Appointment of school counsellor	£3,510	3 x hours of counselling each week.	To support children with social, emotional difficulties to achieve their potential. Focus on Y6 initially + vulnerable PP children from other cohorts. Impact												

			A significant reduction of low level disruption and improved attendance from children receiving counselling.
Breakfast Club TA £17.75 per hour X2 £35.50 each day £177.50 each week	£6922.50	Invite all children to Breakfast Club free of charge Use a Sports leader for breakfast club (see PE Sports funding) 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 sessions. For the % of children late to decrease. Impact Over 75% of pupils accessing breakfast club are PP children.
Total expenditure:	£59,316.50	Additional funding provided from school's unallocated budget.	

Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Committee Members: Mrs Brooks, Miss Dawson, Mr Gibson

Pupil Premium Committee Meeting

Autumn:
14th December 2018

Spring:
29th March 2019

Summer:
12th July 2019

Review Date
12th July 2019

Headteacher & Chair of Governors