

Burnhope Primary School
Pupil Premium Strategy Statement
2020 – 2021

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 2020-21 is based on EEF Research that shows the effectiveness of interventions and the success of PP strategy 2019-20.

In 2020-21 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.

In our EYFS class of Nursery and Reception children we currently have up to 18 pupils in one morning or afternoon session.

A HLTA and TA are used throughout the morning to deliver and teach content to particular groups under the direction of the class teacher in Classes 2,3 and 4

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), therapeutic story writing and connecting with children sessions
- 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 (Inc PP+)	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children £1,745 1 (included in numbers)	Number of Service Children 1 (included in numbers)
50	Per Pupil £1,345 21	Per Pupil £1,345 29	Number of Post Looked After Children Post LAC Per Pupil £2,345 6 (included in numbers)	Per Pupil £310 1 (included in numbers)

Early Year Pupil Premium Funding				
Total of Nursery Pupils 11	Number of Eligible Pupils 4	Number of Eligible Boys 1	Number of Eligible Girls 3	Total EYPP Budget . Based on these figures
	Hourly Rate £0.53	Hourly Rate £0.53 15 hours £7.95 a week	Hourly Rate £0.53 15 hours £23.85 a week	Hourly Rate £0.53 £31.80 each week

Pupil Premium Summary Information			
Total Number of Pupils (Inc. FTE)	90	Number of Pupils Eligible	50
Total Pupil Premium Budget	£73,650	% of Pupils Eligible	56%

Dates of PP Reviews with link governors			
December 2020	March 2021	July 2021	September 2021

Early Years Pupil Premium Current Attainment On entry September 2020		
Baseline Assessment – Age Expected Level Secure 22-36 Months / Emerging 30-50 Months	Pupils Eligible For EYPP (4)	Pupils Not Eligible For EYPP (7)
45.5% achieving age expected levels on entry in Speaking	50%	43%
63.6% achieving age expected levels on entry in Reading	50%	72%
63.6% achieving age expected levels on entry in Writing	50%	72%
72.7% achieving age expected levels on entry in Number	50%	86%
72.7% achieving age expected levels on entry in Shape, Space & Measure	50%	86%

2020 – Outcomes No OUTCOMES REPORTED DUE TO COVID-19 SCHOOL CLOSURES

KS1	PP Pupils			Other			KS2	PP Pupils			Other		
	SCH	NA	DIF	SCH	NA	DIF		SCH	NA	DIF	SCH	NA	DIF
EYFS GLD							Expected Standard Reading						
Year 1 Phonics							Expected Standard Writing						
Expected Standard Reading							Expected Standard Maths						
Expected Standard Writing							Expected Standard GPS						
Expected Standard Maths							Expected Standard R/W/M						

Attainment September 2020

Cohort	Subject	Current Baseline Data – At ARE or above September 2020				Aspiration at End Of Year ARE or aboe			
		All	Disadvantage	Other	Difference	All	Disadvantage	Other	Difference
Year 6 (4/8)	Reading	62.50%	50%	75%	25%	75%	50%	75%	25%
	Writing	37.50%	25%	50%	25%	75%	50%	75%	25%
	Maths	50%	50%	50%	0%	75%	50%	75%	25%
Year 5 (9/15)	Reading	56.25%	55.56%	57.14%	1.59%	68%	66%	66%	0%
	Writing	18.75%	11.11%	28.57%	17.46%	68%	66%	66%	0%
	Maths	62.50%	55.56%	71.43%	15.87%	75%	66%	66%	0%
Year 4 (8/16)	Reading	60%	50%	71.43%	21.43%	79%	75%	75%	0%
	Writing	26.67%	25%	28.57%	3.57%	79%	75%	75%	0%
	Maths	60%	50%	71.43%	21.43%	79%	75%	75%	0%
Year 3 (9/14)	Reading	33.33%	33.33%	33.33%	0%	64%	66%	60%	6%
	Writing	13.33%	0%	33.33%	33.33%	64%	66%	60%	6%
	Maths	40%	33.33%	50%	16.67%	64%	66%	60%	6%
Year 2 (5/9)	Reading	12.50%	0%	25%	25%	67%	60%	75%	15%
	Writing	0%	0%	0%	0%	67%	60%	75%	15%
	Maths	50%	0%	100%	100%	67%	60%	75%	15%
Year 1 (11/19)	Reading	33.33%	10%	62.5%	52.5%	73%	82%	62%	20%
	Writing	27.78%	10%	50%	40%	73%	82%	62%	20%
	Maths	55.56%	40%	75%	35%	73%	82%	62%	20%
EYFS R (4/7)	Reading	85.7%	75%	100%	25%	85.6	75%	100%	25%
	Writing	85.7%	75%	100%	25%	85.6%	75%	100%	25%
	Number	85.7%	75%	100%	25%	85.6%	75%	100%	25%

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 writing	
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
Online subscription and training costs	£6,000	<p>Reading Intervention Reading Plus For PP children to make better than expected progress from KS1 results</p> <p>RWINc subscription and training</p>	<p>Targeted groups of PP children in Y5 &6 For better than expected progress from previous summer assessments so that pupils make accelerated progress towards ARE from previous Key Stage outcomes.</p>
Support staff (HLTA)	£10,000	<p>Writing Intervention To improve outcomes for PP children from KS1 scores</p>	<p>Targeted KS2 PP children in Y5&6 For better than expected progress from previous summer assessments so that pupils make accelerated progress towards ARE from previous Key Stage outcomes.</p>

		Handwriting Intervention To improve the presentation of work for PP children	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.
Support Staff (TAs)	£10,000	To provide in class support for Y3/4 PP children each morning	For Y3/4 outcomes to show at least expected progress in Reading, Writing and Maths for PP children.
Support staff (TAs)	£25,000	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. Reading, Writing, Maths and GPS – All pupils, including Pupil Premium pupils making good progress with new curriculum; catch up interventions ensuring good progress made.
		OH Programme To improve gross and fine motor skills of PP children	For targeted PP children to improve co-ordination and balance and make accelerated progress towards being at ARE
		Lego Therapy Programme To improve the listening and attention skills of PP children	For targeted PP children to improve listening and concentration and make accelerated progress towards being at ARE
		Speech and Language programme To improve SALT outcomes for PP children	For targeted PP children to improve speech and language, following guidance from SALT.
Support Staff (HLTA)	£5,000	X4 Connecting with Children sessions each week	For targeted PP children to receive social and emotional intervention to improve their well-being
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.
Power Maths Scheme	£2,600	Throughout Y1-6 + Materials for Reception children	Scheme to support all pupils but particularly the teaching and learning of PP children. To raise aspirations of achievement for this group.
Appointment of Attendance Officer	£2,710	Attendance Officer to work with families. Action Plan to be drawn up for each family.	For attendance for PP children to improve, rates of persistent absenteeism to reduce and lateness to be eradicated.

		Monitor those children under 96% and identify early if causing concern	
Appointment of school counsellor	Autumn Term £2160	To improve PP pupil well-being	To support children with social, emotional difficulties to achieve their potential. Focus on Y6 initially + vulnerable PP children from other cohorts.
Counselling Training for HLTA	£1000	Training from Spring to Summer 2021	From September 2021 have 'in house' counselling service for pupils
Early Intervention (BIT)	£3000	To improve self esteem of PP children	Improved emotional wellbeing and academic achievement for children experiencing social and emotional barriers to learning allowing them full access to curriculum and improved achievement.
Crisis Response (BIT)	£1578	To support any PP children needing this service.	For PP children to have access to specialist services as and when required.
Educational Psychology Service	£1800	To ensure that PP children have access to EP service.	For PP children to have access to specialist services as and when required.
GRT Service	£2000	To support Traveller pupils who are also PP	To ensure that GRT Service are promoting high attendance and are a link with school to ensure any issues causing absence can be identified and acted upon.
Total expenditure:	£74,948	Additional funding provided from school's unallocated budget.	

Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Impact

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

Pupil Premium Committee Meeting

Autumn: 2020

Spring:2021

Summer: 2021

Review Date

July 2021 (Curriculum and standards committee)

Headteacher & Chair of Governors