

Pupil premium strategy statement (primary)

1. Summary information					
School	Burham CE Primary School COMPLETED Summer 1 2017				
Academic Year	2016-2017	Total PP budget	March 16- March 17 £40,920	Date of most recent PP Review	N/A
Total number of pupils	143	Number of pupils eligible for PP	18 – 13% (16 FSM) Current year not ever 6	Date for next internal review of this strategy	N/A

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
	<p><u>Disadvantaged pupils</u> EYFS 50% (1/ 2pupils)</p> <p>Phonics 33.3% (1/3 pupil)</p> <p>Year 2 Reading 40% (2/5 pupils) ? 3/5 – 60%?? Writing 0 (pupils) Maths 60% 4/5 pupils expected 80% ??</p> <p><u>Year 6 – each pupil 11%</u> R/W/M 33% (3/9) Reading 56% (5/9) Writing 67% (6/9) Maths 44% (4/9)</p>	<p>ELFS GLD – 69%</p> <p>Phonics – 81%</p> <p>KS1 Reading – 78% KS1 Writing – 70% KS1 Maths – 77%</p> <p>R/W/M – 60% Reading – 72% Writing – 79% Maths – 76%</p>
% achieving in reading, writing and maths		
% making progress in reading – progress score	KS2 reading: + 0.16	National comparator type - non%
% making progress in writing - progress score	KS2 writing: + 1.94	National comparator type - non %

% making progress in maths – progress score	KS2 maths: - 1.52	National comparator type - non %
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3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	11 out of the 16 pupils – 69% are also SEN
B.	4 of the pupils have low attendance; 2 significantly
C.	1 disadvantaged pupil in EYFS will not make GLD (but will show at least good progress)

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Low attendance – Attendance Officer involved, Early Help; 1 a school refuser (EHCP under consideration May 2017)
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For disadvantaged pupils to move towards national percentages (bearing in mind the weighting of each PP pupil in each year group) in reading, writing and maths	No more than 2 disadvantaged pupils out of any one year to be below expected, taking into account whether they are also SEN – look at progress from starting point
B.	For pupils currently in Year 3 to start to narrow gaps, particularly in writing towards a much improved outcome at the end of Key Stage 2	No more than 2 disadvantaged pupils out of any one year to be below expected, taking into account whether they are also SEN – look at progress from starting point
C.	For attendance for the small minority of pupils to show rapid improvements	Gap towards 90%+ attendance is narrowing and sustained
D.		

5. Planned expenditure					
Academic year					
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?
Teaching – as evidenced through triangulation is never less than good and is consistently good+	Continue to employ a Year 4 class teacher for the mornings so that core learning is taught separately by year group Continue to employ a TA for each year group Employ additional TA/TA hours for targeted year groups and/or specific pupils	High quality ‘first teaching’ – allocation of best teachers Leaders who see their role in challenging poor performance Evaluate the impact Targeted interventions Focus on basic skills Relevant tracking systems (Taken from research outcomes carried by Sutton Trust)	Lesson observations Monitoring of provision maps – ensuring they are linked to data outcomes PPMs Staff Appraisal and review Book scrutiny Data capture x6 a year P&I reviews SDP	HT	Summer 2 2017 (in the first instance)
Total budgeted cost					£34,819.39
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?
Ensure support for disadvantaged pupils continues to be effective	Class Teacher and TA training	Up-skilling staff to write and deliver increasingly effective provision maps	Monitoring and evaluation of provision maps Progress data collected x 6 a year	HT/SENCo	X6 a year (as currently)
				£4950 +	
Total budgeted cost					
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?

Continue to provide an engaging and inspiring curriculum and enrichment activities	Enrichment activities Inspiring writing week Theme weeks Trips Theme days External enrichment activities Clubs	Using funding to raise pupil aspirations Maximise pupil engagement Building resilience Open ended learning and higher order thinking	Feedback from pupils Governor monitoring Displays Environments Data	HT/CTs	Annually – to set new activities
					£50 per class per enrichment week Trips – as costed individually Visiting enrichment – as costed individually and requested
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year				
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
Teaching – as evidenced through triangulation is never less than good and is consistently good+	Continue to employ a Year 4 class teacher for the mornings so that core learning is taught separately by year group Continue to employ a TA for each year group	Progress in reading 2.5 Progress in writing 1.4 Progress in maths 3.5	Continue to track 'home grown' in comparison to 'non home grown' – due to mobility; as this definitely has an impact on some progress measures School is now 1 form entry, this will be reviewed on a yearly basis based on pupil numbers and budget	
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
Ensure support for disadvantaged pupils continues to be effective	Employ additional TA/TA hours for targeted year groups and/or specific pupils	KS2 reading +2.5 (non PP 2.2) KS2 writing +1.4 (non PP 2.5) KS2 maths +3.5 (Non PP 2.00)	Targeted support in specific year groups, including year 6 was effective; this will be continued as much as budget allows	
iii. Other approaches				
Desired outcome	Chosen action/approach		Lessons learned (and whether you will continue with this approach)	Cost
Continue to provide an engaging and inspiring curriculum and enrichment activities	Enrichment activities Inspiring writing week Theme weeks Trips Theme days External enrichment activities Clubs	EOY Reading Expected+ 78% Writing Expected+ 72% Maths Expected+ 83%	Will continue with this approach and further develop our resilience curriculum	

7. 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