

# Pupil premium strategy statement (primary) 2018-2019

1. Summary information					
School	Burham CE Primary School <b>COMPLETED September 2018</b>				
Academic Year	2018-2019	Total PP budget	March 18- March 2019 £40,240.00	Date of most recent PP Review	July 2017
Total number of pupils	173	Number of pupils eligible for PP	14 – 8% Current year not ever 6	Date for next internal review of this strategy	January 2019

2. Current attainment		
National data: 2017-2018	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) Therefore <b>NOT</b> the school</i>
	<p><b>2017-2018</b> <u>Disadvantaged pupils</u></p> <p>EYFS - 1 pupil GLD 100%</p> <p>Phonics pass: no PP</p> <p>Year 2 – 4 pupils Phonics re-takes 75% Reading: 50% Writing: 50% Maths: 75%</p> <p>Year 6- 1 pupil 100% R/W/M 66.7% Reading 66.7% Writing 100% Maths 66.7%</p>	<p><b>2017-2018</b> ELFS GLD – 71.5%</p> <p>Phonics – 82.5%</p> <p>KS1 Reading –75.4% KS1 Writing – 69.9% KS1 Maths – 76.1%</p> <p><b><u>ALL</u></b></p> <p>R/W/M – 64% Reading – 75% Writing – 78% Maths – 76%</p>
<b>64% achieving in reading, writing and maths</b>		

<b>% making progress in reading – progress score: 0.0</b>	KS2 reading + 4.5 ( non PP 2.8)	National comparator type - non%
<b>% making progress in writing - progress score: 0.0</b>	KS2 writing +1.3 (non PP +0.5)	National comparator type - non %
<b>% making progress in maths – progress score: 0.0</b>	KS2 maths + 0.9 (non PP +0.5)	National comparator type - non %

### 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*)

<b>A.</b>	6 out of the 13 pupils – 46% are also SEN
<b>B.</b>	3 of the pupils have low attendance; 2 significantly; 1 of the pupils is consistently late
<b>C.</b>	1 disadvantaged pupil in Year 2 did not make GLD (but did show at least good progress) and continues to need a significant amount of support

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

<b>D.</b>	Low attendance – Attendance Officer involved, Early Help; Some PP parents struggling to support their children psychologically, emotionally and educationally Some PP pupils have limited life experiences due to social, cultural or financial barriers
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### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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
<b>C.</b>	For attendance for the small minority of pupils to show rapid improvements	Gap towards 95%+ attendance is narrowing and sustained
<b>D.</b>	Pupils show increased resilience towards their learning	Pupils show that they are able to persevere and cope with relative challenges

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?
A&B Teaching – as evidenced through triangulation is never less than good and is consistently good+	Continue to employ a TA for each year group	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 Pupil conferencing in English and maths PPMs Staff Appraisal and review Book scrutiny Data capture x6 a year P&I reviews SDP	HT SLs Governors	January 2019 <b>In the first instance and then termly</b>
					Full-time TA for each year group
<b>Total budgeted cost</b>					£ 101,397
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?
A, B&C Ensure support for disadvantaged pupils continues to be effective	Class Teacher and TA training Employ additional TA/TA hours for targeted year groups and/or specific pupils	Up-skilling staff to write and deliver increasingly effective provision maps Identification of year groups and/or specific pupils with more complex needs	Monitoring and evaluation of provision maps Progress data collected x 6 a year	HT/SENCo Governors	X6 a year (as currently)

Attendance for identified pupils is at 90%+	A member of office staff to monitor attendance and report to Headteacher in the first instance Involve Early Help as appropriate Refer to Attendance Officer as appropriate	Prior experience has shown that this has previously improved attendance The school has a good working relationship with the attendance officer	Registers monitored on a daily basis and absence followed up Overall attendance monitored on a weekly basis Parents asked to attend a meeting with the Headteacher as necessary	HT Governors	Weekly  Additional TA/TA hours for 2 year groups- on going
<b>Total budgeted cost</b>					£23,234.66
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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
To further increase pupil resilience	Continue to implement and develop the whole school resilience curriculum as part of PSHE	Research has shown that it not only helps academically, but with wider life skills and in the long term	Termly review at staff meeting and time for planning	HT/CTs	Termly
<b>Total budgeted cost</b>					£50 per class per enrichment week Trips – as costed individually Visiting enrichment – as costed individually and requested

## 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

### 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

### 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

## 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](http://www.aschool.sch.uk)