

Pupil premium strategy statement (primary) 2019-20

1. Summary information					
School	Burham CE Primary School COMPLETED October 2019				
Academic Year	2019-2020	Total PP budget	March 19- March 2020 £37,940.00	Date of most recent PP Review	July 2017
Total number of pupils	163	Number of pupils eligible for PP	March 2019- September 2019 23 – 14% Current Year (September) 17 – 10% not ever 6	Date for next internal review of this strategy	July 2020

2. Current attainment		
National data: 2018-2019 Reading/writing/maths combined 65%	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) <u>Therefore NOT the school</u></i>
74% achieving in reading, writing and maths	<u>2018-2019</u> <u>Disadvantaged pupils</u> EYFS GLD 0% (1 pupil) (Speech and Language difficulties) Phonics pass 50% (1/2 pupils) Year 2 - R/W/M STD4(1 pupil)	2018-2019 ELFS GLD – 72% Phonics – % KS1 Reading –75% KS1 Writing – 69% KS1 Maths – 76%

	Year 6 5 pupils % R/W/M 57% Reading 71% Writing 71% Maths 57%	KS2 R/W/M – 65% Reading – 73% Writing – 78% Maths – 79%
% making progress in reading – progress score	KS2 reading 3.0 (non PP 1.9)	National comparator type - non%
% making progress in writing - progress score	KS2 writing 1.5 (non PP 0.8)	National comparator type - non %
% making progress in maths – progress score	KS2 maths -3.5 (non PP -2.0)	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)*

A.	9 out of the 17 pupils – 53% are also SEN
B.	6 of the pupils have low attendance or poor punctuality
C.	disadvantaged pupils in Year 1, 2, 3, 4 and Year 6 did not make Expected for their Year group at the end of last academic year, but did show at least good progress; so has entered year group needing significant amount of support

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

D.	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>
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 Groups that did not make expected to start to narrow gaps, particularly in	No more than 2 disadvantaged pupils out of any one year to be below

	writing towards a much improved outcome at the end of Key Stage 2	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 95%+ attendance is narrowing and sustained
D.	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	2019-2020				
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+	From September 2019 employ a class teacher for a small group SEN provision – up to 2x 8 pupils (focus on English)so that the pupils who are between 1 and 2 year behind academically will have targeted support 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	Autumn 2 2019 In the first instance and then termly
					SEN Teacher
Total budgeted cost					£13,218.17 (Sep19-Mar20) £84584.04 (April19-March20) £97802.21
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	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	Weekly Additional TA/TA hours for 2 year groups- on going
Ensure support for disadvantaged pupils who also have complex SEN/can become disengaged to have the best possible outcomes/progress	From September 2019 employ a qualified teacher to teach 2 small groups of no more than 8 children with a focus on English Group1: from Years 2,3 and 4 Group 2: from Years 5 and 6	The small group would have an increased focus on individuals A tailored approach to meet the specific needs of individuals Raise confidence and engagement of pupils Ensure that class adults can then focus on other disadvantaged/vulnerable pupils who could be boosted within lessons	Headteacher and governors to monitor through both quality and quantitative measures on a termly basis Questionnaires to parents and talking to pupils	HT	Termly and on-going Cost from school's own budget (including PPG) SEN Teacher: September 2019-

Total budgeted cost

April 19-March 20
£11,916.24 TA
£4246.32 TA
£16162.56

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
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

	Total budgeted cost £50 per class per enrichment week Trips – as costed individually Visiting enrichment – as costed individually and requested
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Previous Academic Year			
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)
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	See results for PP pupils at the end of the academic year, uncluding progress scores KS2 reading + 4.5 KS2 writing +1.3 KS2 maths + 0.9	Continue with this approach
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)
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	See above Best potential educational outcomes for PP pupils	Continue with this approach (see SEN provision as detailed for 2019-2020 and beyond)
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)
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	That attendance would improve for small number of individuals	Continues to be an issue with certain pupils, but continue with member of office staff increasing level of scrutiny and increasing level of seriousness

6. 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