

Pupil premium strategy statement 2017-18

1. Summary information					
School	Burton Leonard Church of England (VC) Primary School				
Academic Year	2017-18	Total PP budget	£12,480 Sept 2017	Date for next internal review of this strategy	27.2.18
Total number of pupils	79	Number of pupils eligible for PP	14 including 2 x forces premium		

2. Current attainment		
	<i>Pupils eligible for PP at BL school</i>	<i>Pupils not eligible for PP at BL school</i>
% achieving in reading, writing and maths	100%	100%
% making progress in reading	61.53%	87.5%
% making progress in writing	53.86%	82.5%
% making progress in maths	76.92%	86.25%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Our pupils eligible for Pupil Premium have low emotional resilience and low self -esteem. Skills in listening to instructions and sustained concentration are poor compared to other children
B.	Pupils in receipt of Pupil Premium do not read as widely as other children in school and do not make the expected progress that other children make
C.	A high proportion of pupils in receipt of pupil premium are not making expected progress in writing
D.	A high proportion of pupils in receipt of pupil premium are not making expected progress in maths
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Family breakdowns are impacting on achievement and attainment.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Develop emotional resilience and increase self -esteem	All staff will attend Compass training re: emotional health

	<p>Support for pupils through Nurture Groups, emotional bucket resilience and time to talk</p> <p>Measured through higher rates of progress for pupils eligible for pupil premium – gap narrowing Autumn 2017, gap closed by July 2017</p>	<p>Additional provision notes will indicate pupils increased ability to cope and see Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p> <p>Whole school approach to prevention /early indicators of need of mental health issues</p> <p>Whole school approach to promoting good mental health and resilience and self help</p> <p>PP Pupils identified make good progress</p> <p>Whole school approach to identifying need and support for pupils</p> <p>Whole school understanding main types of mental health disorders</p> <p>Staff confident to deliver group interventions with assessments to show impact of intervention</p> <p>Staff have skills to deliver 1:1/group interventions</p> <p>Collect data based on evidence – baseline and end of intervention – shows progress</p>
B.	<p>Pupils in receipt of Pupil Premium will read widely, be supported to develop reading skills, accessing high quality books in school</p> <p>Measured through higher rates of progress for pupils eligible for pupil premium – gap narrowing Autumn 2017, gap closed by July 2017</p>	<p>Pupils heard to read by additional adult 3 x week – notes relating to end of year outcomes recorded</p> <p>Weekly reading comprehension marked alongside an adult</p> <p>Word Aware programme daily in school to increase vocabulary</p> <p>Termly poetry recital accessed by all PP pupils</p> <p>DL to seek expertise for inspiring stories/authors from Gill Edwards from The Little Ripon Bookshop.</p> <p>Titles to be selected to address Y3/4 PP fiction genres and children’s interests.</p> <p>AT to use pupils voice to add quality fiction titles in Y5/6</p> <p>2 x Y2 phonic bug readers</p> <p>Staff TA CPD – Supporting reading in the classroom</p> <p>Better reading support partners targeted support 3 x week – assessment using Sandwell half termly</p> <p>Precision teaching 3 x week – impact assessed using Sandwell half termly</p> <p>Use Reading Eggs 3 x week Further develop phonic skills, essential sight words, and comprehension skills</p> <p>Motivate readers, helping pupils who are struggling</p>
C.	<p>Pupils in receipt of pupil premium will make accelerated progress in writing</p> <p>Measured through higher rates of progress for pupils eligible for pupil premium – gap narrowing Autumn 2017, gap closed by July 2017</p>	<p>High quality teaching to teach pupils in Y6 to understand and use skills and processes in their writing with focus on the following:</p> <ul style="list-style-type: none"> shifts in formality correct use of commas for clarity semi-colons to separate clauses hyphens and dashes <p>2 x Y2 pupils Baseline phonic then termly assessment.</p> <p>Case study with monthly milestones if necessary from October.</p> <p>Use of New LCP Phonics Planning</p> <p>Additional provision handwriting 5 minutes daily</p> <p>Staff TA CPD – Supporting writing and grammar in the classroom</p> <p>Daily use of spellasaur 2 x Y2 PP</p>
D.	<p>Pupils in receipt of pupil premium will make accelerated progress in maths</p> <p>Measured through higher rates of progress for pupils eligible for pupil premium – gap narrowing Autumn 2017, gap closed by July 2017</p>	<p>All staff will attend maths CPD x 2 days</p> <p>Bar modelling taught to all children to aid problem solving</p> <p>PP daily post teaching in maths</p> <p>PP pupils use mathematical language in reasoning seen in book scrutiny</p> <p>Pupils enjoy using technology mathematics to practice and enhance learning 1 hour per week in school and access at home</p> <p>On-going assessment through high quality questioning</p>

E.	Pupils will be supported through family breakdowns and supported afterwards	<p>All staff attend Compass training re: emotional health</p> <p>Whole school approach to prevention /early indicators of need of mental health issues</p> <p>Whole school approach to promoting good mental health and resilience and self help</p> <p>PP Pupils identified make good progress</p> <p>Whole school approach to identifying need and support for pupils</p> <p>Whole school understanding main types of mental health disorders</p> <p>Staff confident to deliver group interventions with assessments to show impact of intervention</p> <p>Staff have skills to deliver 1:1/group interventions</p> <p>Collect data based on evidence – baseline and end of intervention - PP</p> <p>Pupils make good progress</p>
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5. Planned expenditure

Academic year	2017-18
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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.

Quality of teaching for all and 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?
<p>A. Develop emotional resilience and increase self esteem</p> <p>Higher rates of progress due to increase in emotional resilience for pupils eligible for pupil premium</p>	<p>Staff CPD developing emotional resilience and mental health</p> <p>3 x twilight training</p> <p>5 hours additional adult support per week – nurture groups and mental health interventions</p>	<p>Pupil emotional health identified as priority 2016-17 and school embraced Growth Mindset – all staff attended equivalent to 3 day training over the course of the year. Whilst the whole school approach is positive pupils in receipt of PP need more personalised intervention for mental health and well-being</p>	<p>Timetabled</p> <p>Observations</p> <p>Pupil feedback</p> <p>Pupil progress meetings</p>	<p>Headteacher</p>	<p>November 2017</p>

<p>B. Pupils in receipt of Pupil Premium will read widely, be supported to develop reading skills, accessing high quality books in school</p> <p>Higher rates of progress for pupils eligible for pupil premium</p>	<p>Staff CPD supporting readers in the classroom</p> <p>Pupils timetabled reading with an adult and in a small group, pupils mark reading comprehension alongside and adult for reading dialogue Better reading support partners targeted support 3 x week – assessment using Sandwell half termly</p> <p>Precision teaching 3 x week – impact assessed using Sandwell half termly</p> <p>Use Reading Eggs 3 x week Further develop phonic skills, essential sight words, and comprehension skills</p> <p>Motivate readers, helping pupils who are struggling</p> <p>Purchase quality books</p>	<p>This was effective in our school 2016-17, reading data showed positive ratio gain increases for nearly all children. Support from Outside Agencies for those on SEN register – small step increases</p>	<p>Timetabled</p> <p>Observations</p> <p>Pupil feedback</p> <p>Pupil progress meetings</p>	<p>English subject leader</p>	<p>November 2017</p> <p>March 2018</p> <p>July 2018</p>
<p>C. Pupils in receipt of pupil premium will make accelerated progress in writing</p> <p>Measured through higher rates of progress for pupils eligible for pupil premium – gap narrowing Autumn 2017, gap closed by July 2017</p>	<p>Teach technical in post teaching and ASC in addition to class teaching - shifts in formality; correct use of commas for clarity; semi-colons to separate clauses; hyphens and dashes</p> <p>2 x Y2 pupils Baseline phonic then termly assessment.</p> <p>Case study with monthly milestones if necessary from October.</p> <p>Use of New LCP Phonics Planning</p> <p>Additional provision handwriting 5 minutes daily</p> <p>Staff TA CPD – Supporting writing and grammar in the classroom</p> <p>Daily use of 'spellasaur' 2 x Y2 PP</p>	<p>Some of the pupils need targeted support to meet the end of year standards.</p> <p>Post teaching is effective in our school.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p>	<p>Headteacher</p>	<p>Jun 2017</p>

<p>D. Pupils in receipt of pupil premium will make accelerated progress in maths</p> <p>Measured through higher rates of progress for pupils eligible for pupil premium – gap narrowing Autumn 2017, gap closed by July 2017</p>	<p>All staff to attend maths CPD x 2 days Bar modelling taught to all children to aid problem solving PP daily post teaching in maths PP pupils use mathematical language in reasoning seen in book scrutiny Pupils enjoy using technology 'mathletics' to practice and enhance learning 1 hour per week in school and access at home On-going assessment through high quality questioning</p>	<p>CEM October 2014 – what makes great teaching? research says good teaching is down to subject knowledge, effective questioning, reviewing previous learning and giving children adequate time to practice</p>			
<p>E. Pupils will be supported through family breakdowns and supported afterwards</p>	<p>All staff attend Compass training re: emotional health Whole school approach to prevention /early indicators of need of mental health issues Whole school approach to promoting good mental health and resilience and self help PP Pupils identified make good progress Whole school approach to identifying need and support for pupils Whole school understanding main types of mental health disorders Staff confident to deliver group interventions with assessments to show impact of intervention</p>	<p>We want to provide extra support to enable pupils to be able to focus, listen and concentrate having shared worries with a listening adult.</p>	<p>Extra teaching time and preparation time paid for out of PP budget Impact overseen by HT. CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions</p>	<p>HT</p>	<p>November 2017 January 2018 March 2018 May 2018 July 2018</p>
Total budgeted cost					<p>£12,480</p>

6. Review of expenditure 2017-18**Quality of teaching for all and 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