

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	£9240 Sept 2017 plus £300	Date for next internal review of this strategy	27.2.18
Total number of pupils	79	Number of pupils eligible for	7 and 1 x service pupil premium		Reviewed 10.7.18

2. Current attainment KS2 2016-17		
	<i>Pupils eligible for PP at BL school= 2</i>	<i>Pupils not eligible for PP at BL school</i>
% achieving in reading, writing and maths	50%	64.28% (National 61%)
% achieving expected standard in reading	2 x EXS (105 and 108)	93% National = 72%
% achieving expected standard in writing	1 x WTS (102 GPS) 1x EXS (108 GPS)	85.7% (National 76%) Grammar, punctuation and spelling 93% (National 77%)
% achieving expected standard in mathematics	1 x WTS (93) 1x EXS (105)	71.42% (National 75%)
KS1 2016-17		
	<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	None	100 % (National 64 %)
% achieving expected standard in reading	None	100% (National 76%)
% achieving expected standard in writing	None	100%

		(National 69%)
% achieving expected standard in mathematics	None	100% (National 75%)

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

E.	Family breakdowns are impacting on achievement and attainment.
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2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Develop emotional resilience and increase self-esteem 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>All staff will attend Compass training re: emotional health 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 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 Staff have skills to deliver 1:1/group interventions 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 Weekly reading comprehension marked alongside an adult Word Aware programme daily in school to increase vocabulary Termly poetry recital accessed by all PP pupils DL to seek expertise for inspiring stories/authors from Gill Edwards from The Little Ripon Bookshop. Titles to be selected to address Y3/4 PP fiction genres and children's interests. AT to use pupils voice to add quality fiction titles in Y5/6 2 x Y2 phonic bug readers Staff TA CPD – Supporting reading in the classroom</p>

		<p>Better reading support partners targeted support 3 x week – assessment using Sandwell half termly Precision teaching 3 x week – impact assessed using Sandwell half termly Use Reading Eggs 3 x week Further develop phonic skills, essential sight words, and comprehension skills 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 2018</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: shifts in formality correct use of commas for clarity semi-colons to separate clauses hyphens and dashes 2 x Y2 pupils Baseline phonic then termly assessment. Case study with monthly milestones if necessary from October. Use of New LCP Phonics Planning Additional provision handwriting 5 minutes daily Staff TA CPD – Supporting writing and grammar in the classroom 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 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 mathematics to practice and enhance learning 1 hour per week in school and access at home On-going assessment through high quality questioning</p>
E.	<p>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 Staff have skills to deliver 1:1/group interventions Collect data based on evidence – baseline and end of intervention - PP Pupils make good progress</p>

3. Planned expenditure

Academic year

2017-18

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</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 'mathletics' 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>	<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>£9540</p>

4. 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
<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>All staff will attend Compass training re: emotional health – impact 100% attendance all staff able to identify and support developing emotional resilience</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 75% of PP pupils achieved ARE 1 x forces premium SEN did not achieve but made significant gains in school both socially, emotionally and academically</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 – impact whole school approach to prevention, early indicators and promoting good mental health and resilience through time to talk and 5 ways to well-being achieved recognised in award</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 – staff clear understanding of types of mental health enables all pupils to access right support at the right time</p> <p>Staff confident to deliver group interventions with assessments to show impact of intervention – JB trained to deliver intervention and pupil/staff relationship confidence high</p> <p>Staff have skills to deliver 1:1/group interventions - JB trained to deliver intervention and pupil/staff relationship confidence high</p> <p>Collect data based on evidence – baseline and end of intervention – shows progress Emotional tracker developed as baseline and end of intervention emotional check-ins and resilience framework. All children who took part (including those not eligible for PP) made significant gains in conduct behaviour, emotional behaviour and learning behaviour</p>	<p>Successful for all pupils Attendance very good- 95% plus School awarded Leeds Carnegie Excellence in Mental Health for Schools Gold Award</p> <p>Will continue with this approach Moving forward – baseline first week in September so clear targeted focus of resilience framework</p> <p>Staff will access level 2 and 3 training from Compass Buzz In Autumn term academic year 2018-19</p>	<p>Free training from Compass Buzz</p> <p>Twilight training</p> <p>Staff £7,480</p> <p>£280 Leeds Carnegie</p> <p>PP Governor training £50</p> <p>Making a difference training £50</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>Pupils heard to read by additional adult 3 x week – notes relating to end of year outcomes recorded. All pupils read aloud, impacted on confidence. Some pupils need to read more, inference and deduction to be targeted next year. LKS2 PP pupils all achieved ARE. UKS2 all met except 1 but he made significant gains in the year</p> <p>Weekly reading comprehension marked alongside an adult – all pupils targeted</p> <p>Word Aware programme daily in school to increase vocabulary – UKS2 programme started to be used</p> <p>Termly poetry recital accessed by all PP pupils – 100% access and participation building memory skills and poetry performance confidence</p> <p>DL to seek expertise for inspiring stories/authors from Gill Edwards from The Little Ripon Bookshop – impact quality literature on all bookshelves in classes</p> <p>Titles to be selected to address Y3/4 PP fiction genres and children’s interests.- impact quality literature for Y3 and 4 LKS2</p> <p>AT to use pupils voice to add quality fiction titles in Y5/6</p> <p>2 x Y2 phonic bug readers – pupils chose titles in Class 3 encouraging love of sharing authors</p> <p>Staff TA CPD – Supporting reading in the classroom – TAs attended CPD 1 x TA UKS2 monitors reading choices of target pupils encouraging love of reading for pleasure as well as accessing higher standards</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 - high impact data reports</p>	<p>Will continue with this strategy targeting word meanings and inference and deduction questioning</p> <p>Will continue to mark alongside pupils to encourage questioning</p> <p>Word aware – needs to rolled across school with good quality training use PP funding with Elaine Broadbent</p> <p>Will continue with Better Reading Support Partners for all PP pupils plus Precision Teaching and Reading Eggs for PP SEN pupils</p> <p>Will continue with poetry recitals</p> <p>Will continue working with Little Ripon Book Shop and have parent book evening 2018-19</p>	<p>TA £7,480 Reading Eggs £180</p> <p>Poetry recital £90</p> <p>Books £570</p>
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<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 2 x Y2 pupils Baseline phonic then termly assessment. Case study with monthly milestones if necessary from October. Use of New LCP Phonics Planning Additional provision handwriting 5 minutes daily Staff TA CPD – Supporting writing and grammar in the classroom Daily use of 'spellasaur' 2 x Y2 PP</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: shifts in formality correct use of commas for clarity semi-colons to separate clauses hyphens and dashes – 3 out of 4 PP achieved writing 1 x PP SEN made very good progress and increased independence in writing 2 x Y2 pupils Baseline phonic then termly assessment – impact 100% passed phonic screening check Case study with monthly milestones if necessary from October – monthly meetings AT and DL ensured pupils on track Use of New LCP Phonics Planning – impact 100% PP passed phonic screening check Additional provision handwriting 5 minutes daily – this was difficult to timetable and decision to focus on handwriting in classes Staff TA CPD – Supporting writing and grammar in the classroom – impact increased staff knowledge and confidence Daily use of spellasaur 2 x Y2 PP – impact pupils enjoy using spellasaur and therefore happy to practice spellings using this strategy. Impact is yet to be seen in writing and will be monitored</p>	<p>Will continue with monthly meetings re: Year 1 phonics on track</p> <p>UKS2 teacher is local authority moderator for writing shares skills across school and with other schools</p>	<p>2 x TA training Writing and Grammar £100</p> <p>DASH £129</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>All staff will attend maths CPD x 2 days – all attended and completed impact proformas. Impact using Chris Quigley's Mastery Maths staff/children had access to resources outside White Rose. Bar modelling taught to all children to aid problem solving- the teaching of using bar modelling was introduced across school. With some pupils the impact was immediate and others took time to understand. PP daily post teaching in maths – impact daily maths concepts revisited so keep up not catch up PP pupils use mathematical language in reasoning seen in book scrutiny – very positive book scrutiny Diocesan Adviser and peer review 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 – high quality questioning in UKS2 observed how do you know, explain why</p>	<p>Bar modelling now used across school in problem solving. Needs modelling each time how to use to have impact – we will continue with this strategy 2018-19. Staff CPD will be in staff meeting time</p>	<p>1 x TA training Supporting KS2 in maths £50</p> <p>Mathletics £489.89</p> <p>Numicon x 3 sets £170 Whole staff training with cluster schools Chris Quigley Mastery £330</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 Staff have skills to deliver 1:1/group interventions Collect data based on evidence – baseline and end of intervention - PP Pupils make good progress</p>	<p>All staff will attend Compass training re: emotional health – impact 100% attendance all staff able to identify and support developing emotional resilience 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 75% of PP pupils achieved ARE 1 x forces premium SEN did not achieve but made significant gains in school both socially, emotionally and academically 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 – impact whole school approach to prevention, early indicators and promoting good mental health and resilience through time to talk and 5 ways to well-being achieved recognised in award 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 clear understanding of types of mental health enables all pupils to access right support at the right time Staff confident to deliver group interventions with assessments to show impact of intervention – JB trained to deliver intervention and pupil/staff relationship confidence high Staff have skills to deliver 1:1/group interventions - JB trained to deliver intervention and pupil/staff relationship confidence high Collect data based on evidence – baseline and end of intervention – shows progress Emotional tracker developed as baseline and end of intervention emotional check-ins and resilience framework. All children who took part (including those not eligible for PP) made significant gains in conduct behaviour, emotional behaviour and learning behaviour</p>	<p>Successful for all pupils Attendance very good- 95% plus School awarded Leeds Carnegie Excellence in Mental Health for Schools Gold Award</p> <p>Will continue with this approach Moving forward – baseline first week in September so clear targeted focus of resilience framework</p> <p>Staff will access level 2 and 3 training from Compass Buzz In Autumn term academic year 2018-19</p>	<p>Free training from Compass Buzz</p> <p>Twilight training</p> <p>Staff £7,480</p> <p>£280 Leeds Carnegie</p> <p>PP Governor training £50</p> <p>Making a difference training £50</p>
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