

Burton Leonard Church of England (VC) Primary School

Pupil premium strategy statement 2020-21

School overview

Metric	Data
School name	Burton Leonard Church of England (VC) Primary School
Pupils in school	80
Proportion of disadvantaged pupils	10% National Average = 16%
Pupil premium allocation this academic year	£10,560 £600 Service Children
Academic year or years covered by statement	2020-21
Publish date	01 September 2020
Review date	01 March 2021
Statement authorised by	Mrs Amanda Townson
Pupil premium lead	Mrs Amanda Townson
Governor lead	Sally Haywood

Disadvantaged pupil progress scores for last academic year 2018-19

Measure	Score
Reading	-1.3
Writing	0
Maths	-2

Disadvantaged pupil performance overview for last academic year 2018-19

Measure	Score
Meeting expected standard at KS2	100%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 SEMH	Ensure all staff have received paid-for training to support SEMH of pupils

Priority 2 Phonics and reading	Ensure all staff have relevant knowledge of teaching of phonics and reading
Priority 3 Maths	Ensure engagement with Maths Hub research to improve learning and teaching in maths
Projected spending	£11,160

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve progress plus scores in KS2 Reading 1.5+	Sept 2021
Progress in Writing	Achieve above national average progress scores in KS2 Writing	Sept 2021
Progress in Mathematics	Continue upward trajectory of progress in KS2 Mathematics progress score	Sept 2021
Phonics	Achieve above national average expected standard in Phonics Screening Check	Sept 2021
Other	Improve attendance of disadvantaged pupils through SEMH support of child and family	Sept 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1 SEMH	<p>Baseline SEMH pupils September 2020</p> <p>Emotional resilience, mindfulness and spirituality actively taught in all classes; emotion coaching used by all staff including TAs and MSAs. Working relationships with parents – JB</p> <p>Access to high quality art teaching and materials for well-being</p> <p>Access to Forest School for teamwork, problem solving and resilience</p>
Priority 2 Phonics and reading	<p>Introduce assessment in phonics across school as a baseline in September 2020 and include in Pupil Progress meetings 3 x year. Whole school approach to the teaching of reading. Access to training for all staff weekly for 15 minutes – including weekly reviews. Increase reading for pleasure through whole class reads; phonic intervention groups</p>

	established; introduce systematic teaching of reading comprehension in KS2
Priority 3 Maths	Embrace work of Maths Hub Consistent approach to teaching of mastery across school Key maths facts per year group Pupils to use mathematical talk in sentences with mathematical language focus Oral maths starters reintroduced Establish small group maths interventions and post teaching for disadvantaged pupils falling behind age-related expectations
Projected spending	£11,160

Wider strategies for current academic year

Measure	Activity
Priority 1 SEMH	Ensure feedback from Early Help, CDC, Children's Social Care, Compass Buzz and CAMHS is received for joint working.
Priority 2 Phonics and reading	Partnership working with Little Ripon Bookshop Weekly 15 minutes training for all staff for phonics and reading in school Clear systematic reading comprehension – work with cluster schools and HART alliance
Priority 3 Maths	Staff training for NCETM development of mathematical subject knowledge and teaching skills Engagement with Third Learning Space maths research project
Projected spending	£11, 160

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days, twilights and additional cover being provided by HT
Targeted support	Ensuring enough time for school support small groups	Classes working in bubbles Support to be given in class
Wider strategies	Engaging the families facing most challenges	Time to meet during the school day Release staff to have time to talk

		Engage with Early Help and outside agencies in timely manner
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Review: March 2021

Aim	Outcome
Progress in Reading and Writing	
Progress in Mathematics	
Phonics	
Other	

Review: July 2021

Aim	Outcome
Progress in Reading and Writing	
Progress in Mathematics	
Phonics	
Other	