

Pupil premium strategy statement: Burnham Market Primary School

1. Summary information					
School	Burnham Market Primary School				
Financial Year	2017/18	Total PP budget September '17 – July '18	£47,520	Date of most recent PP Review	January 2018
Total number of pupils	107	Number of pupils eligible for PP	31	Date for next internal review of this strategy	Summer 2018

2. Attainment		
Attainment for: <u>Year R 2016-2017 (6/17, 35% of pupils)</u>	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving GLD in reading	50%	85%
% achieving GLD in writing	50%	85%
% achieving GLD in number	66%	92%
Attainment for: <u>Year 1 2016-2017 (0/10, 0% of pupils)</u>		
Attainment for: <u>Year 2 2016-2017 (7/18, 56% of pupils)</u>		
% achieving Year 2 Phonics Check – resit (6 pupils resat, 5 = PPG)	60%	100%
% achieving expected standard in Reading	43%	100%
% achieving expected standard in Writing	57%	64%
% achieving expected standard in Maths	57%	82%

Attainment for: <u>Year 6 2016-2017 (10/27, 37% of pupils)</u>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard in Reading	10%	65%
% achieving expected standard in Writing	70%	71%
% achieving expected standard in Maths	20%	35%
% achieving expected standard in GPS	9%	33%
% achieving expected standard in Reading, Writing and Maths	10%	35%

Impact of spending in 2016-2017:

- ✓ Intervention from the additional teacher and separate teacher booster sessions didn't have the necessary impact needed in the Maths SATs results. This is to be rescheduled and looked at for this year as we need to change the timetabling and teaching. This has been done for Autumn and Spring Term 2018.
- ✓ Year 6 'Brilliant Club' cohort in Autumn Term 2017, were inspired by this additional writing support and went on to achieve in-line with the non-disadvantaged in their KS2 Writing. Self-esteem and motivation were also impacted positively.
- ✓ Additional Talk Boost training and TA support in EYFS enabled greater % of PPG children to achieve their GLD in R, W and Number. The 3 children who didn't: 1 at SRB, 1 with significant SALT, 1 with absences and then left to attend another school as moved house. If you take these circumstances into account, the intervention had a positive effect on the other 3 EYFS PPG children so 100% achieved.
- ✓ PPG money used to subsidise Year 5/6 residential visit in October 2017 so that 12 children could attend and access outdoor curriculum.
- ✓ PPG money used to subsidise uniform for all children to access across the school so that all children felt part of the school.
- ❖ *Results in all areas of the school need to improve for PPG children in 2018 as they are attaining significantly lower than Non-PPG children. This is a specific strand on the SIDP this year.*

TARGETS for 2018

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
Attainment for: <u>Year R 2017-2018 (1/14, 7% of pupils)</u>	100%	69%
Attainment for: <u>Year 1 2017-2018 (7/18, 39% of pupils)</u>	71%	90%
Attainment for: <u>Year 2 2017-2018 (1/10, 10% of pupils) – phonics resit = 0 = PPG</u>		
% achieving expected standard in Reading	100%	78%
% achieving expected standard in Writing	100%	78%

% achieving expected standard in Maths	100%	78%
Attainment for: <u>Year 6 2017-2018 (5/22, 23% of pupils)</u>		
% achieving expected standard in Reading	40%	71%
% achieving expected standard in Writing	60%	88%
% achieving expected standard in Maths	60%	59%
% achieving expected standard in GPS	40%	59%
% achieving expected standard in Reading, Writing and Maths	20%	65%

Notes:

- Very small cohorts of children make it difficult to compare to National Averages for example 1 PPG child in Year R.
- Targets for Year 2 are higher than 2017 as only 1 PPG child in cohort of 10.
- Targets for KS2 are higher than results for 2017 in all areas apart from Writing. Overall RWM is also higher.
- Across the school (see targets sheet) large %s of children are 'double-disadvantaged' this year as SEND also. In each year group it is >50% of SEND are also PPG children, apart from Year R.

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)

Children on entry, have very low speech and language development. They have few learning behaviour skills and have had limited exposure to learning at home. In October 2017, 36% of Year R were 'well below' or 'below' typical in communication and language, and 57% in Literacy.

Across the school, children have no specific access to good reading materials or Maths equipment at home.

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

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| C. | Attendance is a constant challenge due to the attitude of some parents. Seasonal work motivates parents to holiday outside of peak holiday times. Lowest PPG attendance was in Year 3 at 92.1% in July 2017. |
| D. | Very low aspirations of families and poor literacy/numeracy skills themselves. |
| E. | Many pupils start EYFS below the National Average in many areas: 'Well below/below' in Prime Areas = 43%, C and L = 36%, Specific Learning Goals = 42%, Literacy = 57%, Maths = 42% |

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	<ul style="list-style-type: none"> ✓ Children in Year R will achieve NA (71%) in GLD for Reading, Writing and Communication and Language. ✓ Children in Year 1 will achieve NA for Phonics Check (81%). ✓ Children will achieve NA for GD in Reading and Writing at KS1 (25% R, 16% W) and KS2 (25% R, 18% W). ✓ Progress Score for KS2 will be closer to 0 for all 3 areas. 	<p>All outcomes throughout the school will improve and be NA in 2018 as detailed in left-hand column.</p> <p>Targeted intervention is in place to achieve these.</p> <p>Teachers can evidence progress in books and in learning walks.</p> <p>Trust monitoring supports the progress and attainment on a bi-weekly basis.</p> <p>SLT can evidence progress in PPM meetings every ½ term.</p> <p>Teachers carry out gaps analysis on a ½ termly basis after testing.</p>
	Children will have supplemented the library and reading areas in all classrooms. Children will have access to Maths resources both in school and out of school.	<p>Regular book fayres in school.</p> <p>Developed reading areas.</p> <p>More Community Readers working in every classroom by July 2018.</p> <p>Gaps analysis for Reading and Maths shows that gap is diminishing between PPG and Non-PPG children.</p>
	PPG attendance will be higher than 92.1% on a termly basis and by July 2018. PPG attendance will be in line with or above Non-PPG attendance when analysed at the end of every term.	<p>Regular texting will be in place to praise PPG children's attendance.</p> <p>Attendance figures for July 2018 will be higher than 92.1%.</p> <p>Senior Teacher will have an accurate and precise picture of PPG attendance on a monthly basis.</p> <p>Attendance in Year 4 will be better than 92.1% and in Year 6, better than 94.0%.</p>
D.	Increased parent engagement both in school and within the community. Questionnaires will show an increase in support and engagement of parents compared to September 2017.	<p>Increased numbers attending Cafes in school.</p> <p>Increased parents attending parent's evening in February 2018 and returning slips in July 2018.</p> <p>Parents attending offsite parent workshops and community events.</p>
E.	71% of EYFS children will achieve GLD in July 2018. This is = to NA of 71%.	<p>Targeted intervention is in place to achieve this.</p> <p>Teachers can evidence progress in books and in learning walks.</p> <p>Trust monitoring supports the progress and attainment on a bi-weekly basis.</p> <p>SLT can evidence progress in PPM meetings every ½ term.</p> <p>Teachers carry out gaps analysis on a ½ termly basis after testing.</p>

5. Planned expenditure

Academic year

2017/18

The priorities below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Outcome	Action	What is the evidence and rationale for this choice?	Staff Lead	Monitoring	Amount allocated
To improve KS2 outcomes for PPG children in all areas.	X4 weekly afternoon booster sessions led by teachers and covered by Cover Supervisors.	From analysis of the Education Endowment Toolkit, we can see that: <ol style="list-style-type: none"> 1) Small group tuition (+4 months) 2) Collaborative learning (+5 months) 3) Peer tutoring (+5 months) 4) Meta-cognition and self-regulation (+8 months) 	RST/TFI	Termly pupils interviews and monitoring of pupils in ½ termly PPM meetings. Regular SATs testing to monitor progress in Reading and Maths.	£6,692
To improve motivation for secondary and further education. (1/3 have to be PPG).	X2 cohorts of Year 6 children to attend the 'Brilliant Club'.	From analysis of the Education Endowment Toolkit, we can see that: <ol style="list-style-type: none"> 1) Small group tuition (+4 months) 2) Collaborative learning (+5 months) 3) Peer tutoring (+5 months) 4) Meta-cognition and self-regulation (+8 months) Analysis of last year's cohort shows that this impacted on the children's motivation and progress in class.	TFI	Brilliant Club report in July 2018 which shows impact for all individual children.	£1800

5. Planned expenditure

<p>All children eligible for Pupil Premium to have access to precision teaching to address their specific curriculum difficulties.</p>	<p>3x additional TAs to be delivering small group intervention for:</p> <ol style="list-style-type: none"> 1) Phonics 2) Maths 3) Reading comprehension 4) SALT 5) Talk Boost 6) Sound Discovery 7) Well Comm 8) First Number/ Sum Maths <p>Especially in Years R, 2 and 6.</p>	<p>From analysis of the Education Endowment Foundation toolkit we can see that: -</p> <ul style="list-style-type: none"> • Oral language interventions (+5 months) • Reading comprehension strategies (+5 months) • Small group tuition (+4 months) • Social and emotional learning (+4 months) • Meta-cognition and self-regulation (+8 months) <p>From in school analysis of test scores and teacher assessments, it is evident that Pupil Premium children have gaps in their learning and need these addressing.</p>	<p>EBE</p>	<p>½ termly PPMs will show the progress and attainment of PPG children in Reading, Writing and Maths.</p>	<p>£23,094</p>
<p>Bespoke curriculum for 'double disadvantaged' children.</p>	<p>Buying in of professional services of educational psychologist and learning advisors.</p>	<p>From analysis of the Education Endowment Foundation toolkit we can see that: -</p> <ol style="list-style-type: none"> 1) Individualised instruction (+3 months) 2) Learning styles (+2 months) 	<p>EBE</p>	<p>Termly reports to staff and parents from professionals. PPMs show progress after intervention.</p>	<p>£2000</p>
<p>Children will have additional reading resources in library and reading areas in all classrooms.</p>	<p>Children to attend a bookshop in Norfolk and buy a variety of books for the school.</p>	<p>Children will have ownership and pride in the books that they are buying, encouraging others to want to read.</p>	<p>SLA</p>	<p>Pupil interviews following the visit and monitoring of pupils Reading engagement and progress on a termly basis.</p>	<p>£3000</p>
<p>Rigorous and accurate assessment of PPG children to monitor and enhance progress.</p>	<p>Purchasing of NFER and CPG tests for Years 1-6 for Reading and Maths.</p>	<p>Accurate assessment and regular gaps analysis will mean that teachers can plan more effectively to diminish the difference in PPG and Non-PPG children's attainment.</p>	<p>RNE/SLA</p>	<p>Subject Leader termly analysis will show that teachers have a more accurate picture of children's attainment and progress.</p>	<p>£2000</p>
<p>Improved Phonics results in Year 1 and Year 2 to be closer to NA in 2018.</p>	<p>Purchasing of Read, Write Inc resources and attendance at training by KS1 staff.</p>	<p>From analysis of the Education Endowment Foundation toolkit we can see that: -</p> <ol style="list-style-type: none"> 1) Early Years intervention (+5 months) 2) One to one tuition (+5 months) 3) Oral language interventions (+5 months) 4) Phonics (+4 months) 	<p>SLA/JCL</p>	<p>Subject Leader termly analysis will show that teachers have a more accurate picture of children's attainment and progress.</p>	<p>£2000</p>

5. Planned expenditure					
To make sure that all children have access to school uniform	School uniform subsidy for all PPG children if needed.	All pupils will feel part of the school 'team' by wearing uniform.	JBR/RST	This is carried out on an ongoing basis as and when it's needed.	£500
Teachers will have a clear understanding of the impact of TA intervention.	Teachers to be released to observe TAs teaching small groups with PPG children in them.	Teachers will be able to give clear direction and support to enhance small groups teaching even further.	EBE	PPMs will monitor the effect that interventions are having each ½ term.	£500
To make sure that all children have access to school educational visits.	School visits subsidy for all PPG children if needed, especially in Year 6 residential.	It is essential that all children have access to the yearly residential visit and other educational visits to supplement their learning outside the classroom.	TFI/RST	This is carried out on an ongoing basis as and when it's needed.	£1000
All PPG children will receive 'good news' and positive attendance texts on a regular basis.	Weekly attendance and good news texts to go out to PPG children's parents.	It is essential to engage parents and these days, digital technology must be used.	RST/JBR	Termly attendance analysis by GDO and report to RST.	£1000
Children to have Maths equipment at home to support their learning in school.	Numicon mini boxes to be purchased and sent home to all KS1 children.	From analysis of the Education Endowment Foundation toolkit we can see that: - 1) Parental Engagement (+ 3 months)	RNE	Pupil Interviews and ½ termly PPMs will show an improvement in children's attainment and progress.	£734
Children will receive trophies and medals for Maths and English awards in each year group as well as attendance.	X2 trophies/medals to be purchased for each year group to celebrate at the end of each year in specific subjects.	Pupil Interviews by Joan Low showed that children wanted more than just certificates to celebrate success.	RST/SLA/ TFI	Yearly summer pupil interviews to see the impact of these medals and trophies.	£1000
Children have 'toolkits' in order to be able to reintegrate back into the classroom after an intervention.	EBE to contact named school to design toolkits to support children after intervention.	The named school by Joan Low has shown impact in their school of using these toolkits to support the children. We are using proven expertise from another school to see if it works in our school.	EBE	Monitoring will take place after we have used the toolkit to see if it has a positive impact or not.	£200

5. Planned expenditure					
Parents will be engaged in their children's learning and attend events both in and out of school.	Across the school, a variety of events are held both and out of the school environment to engage parent's in supporting children's learning.	From analysis of the Education Endowment Foundation toolkit we can see that: - 1) Parental Engagement (+ 3 months) 2) Art participation (+2 months) 3) Collaborative Learning (+5 months) 4) Early Years intervention (+5 months) 5) Sports participation (+2 months)	RST/SLA/ TFI	Evaluations will take place after every event to see how we can improve. Regular parent's forum and questionnaires will show an increased engagement of parents.	£2000
Total					£47,520