

Pupil Premium Strategy Statement



1. Summary information					
School	Burnside Academy				
Academic Year	2017/18	Total PP budget	£87,420	Date of most recent PP Review	July 17
Total number of pupils	173	Number of pupils eligible for PP	68	Date for next internal review of this strategy	Jan 18

2a. KS2 Exit Data 2015/16				
	<i>PP</i>	<i>PP (National Average)</i>	<i>Non PP</i>	<i>Non PP (National Average)</i>
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	42	67	64	TBC
% achieving ARE in reading	50	77	73	TBC
% achieving ARE in writing	50	81	73	TBC
% achieving ARE in maths	50	80	68	TBC
2b. KS1 Exit Data 2015/16				
	<i>PP</i>	<i>PP (National Average)</i>	<i>Non PP</i>	<i>Non PP (National Average)</i>
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	44	TBC	93	TBC
% achieving ARE in reading	44	TBC	93	TBC
% achieving ARE in writing	44	TBC	93	TBC
% achieving ARE in maths	44	TBC	93	TBC

2e. EYFS Good Level of Development (GLD) 2015/16		40		82	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Behaviour issues for a small group of children across school in Year 2 and Year 6 pupils (mostly eligible for PP) are having a detrimental effect on their academic progress and that of their peers.				
B.	PP children are attaining lower than non PP children in English and Maths in most year groups.				
C.	Improved emotional and social resilience for PP children in Reception so 100% of PP children reach their ELGs within the prime areas Communication, Language and Literacy Development.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Attendance rates for pupils eligible for PP are 93% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind.				
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)				Success criteria	
A.	Behavioural issues of Year 2 and Year 6 will be addressed.			Fewer behaviour incidents recorded for this group of children via school system.	
B.	Increased attainment for PP children in English and Maths in all year groups.			Children eligible for PP attain as well as other children in Reading, Writing and Maths and attain in line with other children. Measured via accurate teacher assessments and successful moderation practices.	
C.	Reception baseline indicates that 80% of the children entitled to pupil premium are lower ability or SEN children with high communication and language needs. This will impact on attainment and progress in the prime and then the specific areas.			Children eligible for PP in Reception achieve their ELGs in the strands within the prime area Communication and Language.	
D.	Increased attendance rates for pupils eligible for PP.			Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Attendance Officer to successfully support PP families resulting in improved attendance.	

5. Planned expenditure					
Academic year		2017-2018			
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 Improved behaviour of children within school.	Staff CPD on de-escalation strategies. Staff CPD on improving mental wellbeing of children. Lunchtime staff CPD on managing behaviour effectively outdoors.	The behaviour of some children is affecting their ability to access the curriculum. Suitable CPD with all staff on how best to manage these behaviours will ensure improved attainment and increased rates of progress for this group of children. This is an investment for some of the PP children but it will have a long term impact on how behaviour issues	CPD selected using evidence of effectiveness. CPD implemented by specially trained professionals. Impact on behaviour monitored via lesson observations.	Deputy Head	Behaviour support team reviews SEN Reviews Behaviour Support Team Package - £4,800 Additional Lunchtime Supervisor Cost - £6,400 Behaviour Support Cost £11,200

	<p>Consultancy and direct support from Behaviour Support services.</p> <p>Alternative provision if needed.</p>	<p>are dealt with across school which will arise in the future.</p> <p>Higher ratio of quality staff to pupils is shown to increase rates of progress in those children with behaviour difficulties.</p>			
<p>B</p> <p>Continue to improve attainment for PP children across school and narrow the attainment gap between PP and Non PP children at KS1 and KS2 in Reading, Writing and Maths.</p>	<p>TA's employed and deployed across school for specific targeted intervention groups-Y1 Y2 Y3 Y5</p> <p>Teaching assistants to deliver interventions to meet needs of individual/groups of children.</p> <p>Planning to identify PP pupils and gaps in learning.</p> <p>CPD on how to accelerate progress</p> <p>Extra staffing within the Y6 classroom – DHT 50% , 1 full time</p>	<p>Recent data analysis shows PP children make good progress as a result of intensive support in small groups via teaching assistants following quality first teaching. The progress being made by this group of children needs to continue and attainment for this group needs to improve.</p>	<p>Termly data analysis of this group of children to ensure progress is being maintained and attainment is in line with other groups.</p> <p>Groups set according to need and ability ensuring appropriate challenges set.</p> <p>Regular monitoring progress and attainment of disadvantaged pupils.</p>	Deputy Head	<p>Autumn, Spring and Summer assessment cycles.</p> <p>Year 2 and 6 SATS tests</p> <p>Extra Staffing Costs: £72,720</p>

	TA and 1 part time TA (PM)				
Total budgeted cost					£83,920
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?
C Improved Communication and Language skills for PP children in Reception so 100% reach their ELGs in the prime areas.	TA within the EYFS setting to provide intervention using 'Talk Boost' programme which specifically targets CL.	Increased targeted staffing is an effective way to improve attainment and progress, and it is suitable as an approach that we can embed across the school.	Trust and whole school monitoring of assessment information and data analysis, through the robust and rigorous moderation systems will clearly indicate the impact of this approach.	Vicky Houghton Emma Witte	Weekly assessments within the specific group Termly analysis of data CL Support Costs: £2,000
Total budgeted cost					£2,000

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?
<p>D To increase attendance rates and reduce the numbers of persistently absent children</p> <p>2016-2017 Data: 23 children across school were persistently absent, 13 (57%) of which on receipt of PP funding.</p>	<p>Outside agency employed to monitor children and quickly follow up on absences. First day response provision in place.</p> <p>Attendance data ensure that PP attendance is rigorously monitored and is a high profile issue throughout the school.</p> <p>Motivating and incentivising children to attend school every day.</p>	<p>Previous year's evidence demonstrates positive impact on improved attendance.</p> <p>Research shows that if school leaders address attendance this is a step towards improving attainment.</p> <p>As a result of poor attendance, progress of these pupils is slower. Evidence from strategies employed by Hillcrest Community Primary School (Lancs) has evidence that implementing these strategies shows that attainment has increased.</p>	<p>Monitor rates of attendance.</p> <p>Work closely with LA Attendance Team.</p> <p>Attendance Lead will liaise with the attendance officer weekly and working through a specific action plan for children entitled to PP with low attendance.</p> <p>Pupil voice to show that the Attendance assemblies are having an impact on attitudes towards coming to school.</p> <p>Attendance board to show the attendance of each class.</p>	<p>Victoria Houghton</p> <p>Attendance Officer</p>	<p>Weekly assemblies Every term.</p> <p>Attendance report presented to Head Teacher and Governors.</p> <p>Improving attendance total cost: £1,500</p>
Total budgeted cost					£1,500

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
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
ii. 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
iii. Other approaches				
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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.