

Pupil Premium Strategy Statement



1. Summary information					
School	Burnside Academy				
Academic Year	2018/19	Total PP allocation estimate (inclusive of LAC/Post LAC PP allocation and service children).	£86,100	Date of most recent PP Review	Sept 18
Total number of pupils	173	Number of pupils eligible for PP	79	Date for next internal review of this strategy	Sept 19

2a. KS2 Exit Data 2017/18				
	PP	PP (National Average)	Non PP	Non PP (National Average)
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	78%	TBC	67%	TBC
% achieving ARE in reading	78%	TBC	67%	TBC
% achieving ARE in writing	78%	TBC	67%	TBC
% achieving ARE in maths	78%	TBC	67%	TBC
2b. KS1 Exit Data 2017/18				
	PP	PP (National Average)	Non PP	Non PP (National Average)
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	77%	TBC	73%	TBC
% achieving ARE in reading	80%	TBC	70%	TBC
% achieving ARE in writing	90%	TBC	65%	TBC

% achieving ARE in maths		60%	TBC	83%	TBC
2e. EYFS Good Level of Development (GLD) 2017/18		67%		62%	
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.	PP pupils are attaining lower than non PP pupils for Reading, Writing and Maths in the current EYFS, Y2, Y4, Y5 and Y6 cohorts.				
B.	Children enter Nursery working below ARE in speaking and listening % at ARE. Although they make good progress, pupils entitled to pupil premium in Reception performed less well than Non PP pupils for GLD.				
C.	Low emotional and social resilience for pupils eligible for PP that is impacting on attainment.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Attendance rates for pupils eligible for PP. Decrease persistent absentee rates between PP and non PP pupils.				
E.	Proportion of parents and children are identified by school and outside agencies as vulnerable who are exposed to a wide range of risk factors that affect mental health and wellbeing, family cohesion and prosperity.				
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)				Success criteria	
A.	To ensure that Pupil Premium Pupils achieve accelerated progress and achieve age related expectations through quality first teaching and structured measurable intervention programmes in reading, writing & maths. <ul style="list-style-type: none"> • Termly assessment information for all year groups to track and identify any disadvantaged child not on track. • Half termly pupil progress meetings will challenge impact of intervention for disadvantaged pupils • On –going monitoring for impact of interventions by class teacher and SLT • Culture of vigilance to identify vulnerable children and any emotional support needed through pastoral system on -going. • Termly challenge from governors on impact of PP intervention 			Pupil Premium (regardless of ability) make good to outstanding progress throughout the school year. Results and progress are consistent across all groups in all year groups. The gap between Pupil Premium Pupils and Non Pupil Premium Pupils will narrow as pupils move through the school.	

B.	In EYFS, improve Communication and Language skills and personal, social and emotional development.	Children eligible for PP in EYFS made rapid progress achieve their ELGs in the strands within the prime area Communication and Language.
C.	<p>Improved mental wellbeing for pupils eligible for PP.</p> <p>Well-being procedures in school continue to impact on children's mental health to ensure they feel emotionally secure.</p> <ul style="list-style-type: none"> • Whole staff CPD –Adverse childhood experiences and how to support vulnerable pupils. • Behaviour support team SLA • Nurture CPD 	Pupil questionnaire to measure the impact of emotional wellbeing.
D.	Attendance of Pupil Premium Pupils' is monitored closely and school working closely with parents to ensure increased attendance and a decrease in persistent absentee rate to be closer to National (8.6% 2018)	<p>Overall attendance to be sustained or improved to be in line with national figures of 96%.</p> <p>Reduce the number of persistent absentees among pupils eligible for PP to 10% or below.</p> <p>Attendance Officer to successfully support PP families resulting in improved attendance.</p> <p>Effective nurturing sessions enable children to develop in confidence and as a result low self-esteem is raised and attendance of PP pupils is improved.</p>
E.	Improve children's outcomes through a range of experiences and support (Breakfast club, after school clubs, pastoral support, support for educational visits, support for residential visits).	Pupil premium pupils are supported to enable them to achieve age related expectations by the end of the year. Children attend breakfast/after school clubs, external visits and educational visits.

5. Planned expenditure					
Academic year		2018-2019			
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 emotional and social resilience.	<p>Staff INSET on improving mental wellbeing of children.</p> <p>Staff CPD on de-escalation strategies.</p> <p>Consultancy and direct support from.</p> <p>Behaviour Support services.</p> <ul style="list-style-type: none"> • INSET • Educational Psychologist • Nurture • Kidsafe license 	<p>To train staff on early brain development. Highlighting how incidents can cause trauma and if early attachment is not developed and how this can have an impact on brain development, resulting in SEMH and learning difficulties.</p> <p>22 of the Pupil Premium pupils display emotional related issues.</p> <p>The emotional issues 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</p>	<p>CPD selected using evidence of effectiveness.</p> <p>CPD implemented by specially trained professionals.</p> <p>Impact on behaviour monitored via lesson observations.</p> <p>Impact on learning experiences on knowledge, skills and understanding to be monitored through book scrutiny and pupil questionnaire.</p>	Deputy Head	<p>Half termly review to measure impact of interventions.</p> <p>Termly data cycle</p>

	<ul style="list-style-type: none"> • Behaviour Support • Behaviour Support Team • DHT to liaise with Neighbourhood Alliance to access support for PP pupils 	<p>have a long term impact on how behaviour issues 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 which resulted in KS2 Exit data - 78% of the PP pupils at ARE or above compared to Non PP 67%.</p>			
<p>CPD- ACEs £400 Educational Psychologist £2,000 DHT £1380 Kidsafe license £275 Subsidised experiences £2,200 Behaviour SLA £2500 Nurture sessions 2 hours per week - £1620 Breakfast club £800</p> <p><u>Total: £11,200</u></p>					
B Provide effective and personalised support of LAC pupils.	Needs identified and met through PEP in liaison with virtual HT	LAC pupils are not attaining as well as peers. Pupils are affected emotionally.	LAC and PEP reviews.	DHT	Termly
Continue to improve attainment for PP children across school and narrow the attainment gap	TA's employed and deployed across school for specific targeted intervention groups.	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	Termly data analysis of this group of children to ensure progress is being maintained and attainment is in line with other groups.	Deputy Head	Autumn, Spring and Summer assessment cycles.

between PP and Non PP children.	Teaching assistants to deliver interventions to meet needs of individual/groups of children. Planning to identify PP pupils and gaps in learning. CPD on how to accelerate progress Extra staffing: Y6 – DHT 50% and 4 TA's 50% deployed across school	children needs to continue and attainment for this group needs to improve. 17/18 outcomes for PP pupils was lower than Non PP in EYFS, Y2, Y4, Y5, and Y6 and continues to be a priority this year. Current Year 6 data indicates that PP pupils attain less than Non PP: Reading (58% PP Non PP 65%) Writing (50% PP Non PP 65%) Maths (50% PP Non PP 71%)	Groups set according to need and ability ensuring appropriate challenges set. Regular monitoring progress and attainment of disadvantaged pupils.		
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DHT 50% Y6 interventions: £30,000

Retention of staff: £40,500

Total: £67,500

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 which specifically targets Communication and Language.	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. 2017/2018 – Achieving ARE Nursery: 33% PP compared to 71% Non PP. Reception: 66% of PP compared to 72% of Non PP.	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	Weekly assessments within the specific group Termly analysis of data

Intervention x 2 hours per week: £1,600

Total: £1,600

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?
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<p>D To increase attendance rates and reduce the numbers of persistently absent children</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> <ul style="list-style-type: none"> • Att100 Team • Rewards and incentives 	<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>2017/18 – overall attendance for PP pupils was 94.3% (N 96%) and 16.9% PA rate (N 8.6%)</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 weekly attendance of each class to celebrate high attendance.</p> <p>Admin to monitor daily with rapid response to non-attendance.</p> <p>Procedures to challenge non-attendance:</p> <ul style="list-style-type: none"> • Letters home • Referral to LA • Termly attendance reports. 	<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>Att100: £1500 Attendance monitoring: £1000 Attendance Rewards/incentives: £600</p> <p><u>Total: £3,100</u></p>					

<p>Improve children's outcomes through a range of experiences and support (Breakfast club, after school clubs, Family Learning courses, pastoral support, support for educational visits, support for residential visits)</p>	<p>After school booster clubs for Y6, Breakfast and After School Clubs Financial support with school trips.</p>	<p>A number of our disadvantaged pupils have limited opportunities to access enrichment opportunities outside of school and limited household finances means school has to subsidise visits to ensure all children are given the opportunity to participate.</p>	<p>Targeted Pupils will make accelerated progress. Pupil Progress Meetings will evidence attainment. Ensure that staff are well trained in how to facilitate and deliver the meetings. Observations and parental feedback. Ensure through pupil progress meetings that these interventions have a positive impact. Parents have a timetable of Homework Dates and Attendance is monitored by SLT. Monitor the positive impact of these via: Pupils enter classroom ready to work.</p> <p>Effective communication with parents to understand individual needs. The HT and DHT liaises with families to ensure the community are all well supported. Pupil Voice will provide evidence of learning.</p>		<p>Termly analysis of data</p>
<p>Subsidised experiences: £1,700 Breakfast Club: £1,000</p> <p><u>Total: £2,700</u></p>					

Previous Academic Year 2017/2018			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
Behavioural issues of Year 2 and Year 6 will be addressed.	Additional staffing Behaviour Team CPD	Improved attitudes to learning through targeted interventions and small staff ratios, enabled PP pupils to outperform non PP pupils in the end of KS1 and KS2 achieving ARE or above: KS1: PP 80% compared to Non PP 70% PP 90% compared to Non PP 65% PP 60%compare to Non PP 83% KS2: PP 78% compared to Non PP 67% in Reading, Writing and Maths.	Behaviour Support Spend <u>£11,200</u>
Increased attainment for PP children in English and Maths in all year groups.	TAs employed to deliver intervention groups.	Interventions were monitored each term by SLT. <u>2017/2018 Data:</u> Y1 – gap narrowed by 14% in reading and 4% writing for PP pupils. Y2 -. PP pupils outperformed Non PP pupils in Reading. Writing and Maths continues to be a priority. Y3- PP pupil attainment continues to be a priority within school. Y4 – PP pupil attainment continues to be a priority within school. Y5 - PP pupil attainment continues to be a priority within school. Y6 – PP pupils outperformed Non PP pupils in Reading, Writing and Maths.	Extra Staffing Spend: <u>£72,720</u>

<p>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.</p>	<p>Talk Boost Programme and interventions implemented.</p>	<p>In Reception, the gap between PP and non PP children closed and PP pupils outperformed Non PP pupils. PP 67% compared to Non PP 63% achieving GLD.</p>	<p>CL Support Spend: <u>£2,000</u></p>
<p>To increase attendance rates and reduce the numbers of persistently absent children</p>	<p>Employ our own attendance officer in conjunction with our cluster schools. Specific motivational rewards linked to attendance.</p>	<p>Overall attendance has remained a focus for the whole school. Persistent absence of PP children is quickly identified and the number of PA pupils overall in 2017/2018 13/79 (16.9%). Overall attendance for PP pupils 2017/2018 was 94.3%.</p>	<p>Improving Attendance Spend: <u>£1,500</u></p>
<p style="text-align: right;"><u>Total Spend:</u></p>			<p><u>£87,420</u></p>