

# Pupil Premium Strategy Statement



1. Summary information					
School	Burnside Academy				
Academic Year	2019/20	Total PP allocation estimate (inclusive of LAC/Post LAC PP allocation and service)	£107,520	Date of most recent PP Review	Sept 19
Total number of pupils	173	Number of pupils eligible for PP	79	Date for next internal review of this strategy	Sept 20

2a. KS2 Exit Data 2018/19				
	PP	PP (National Average)	Non PP	Non PP (National Average)
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	44%	TBC	79%	TBC
% achieving ARE in reading	50%	TBC	79%	TBC
% achieving ARE in writing	56%	TBC	86%	TBC
% achieving ARE in maths	50%	TBC	86%	TBC
2b. KS1 Exit Data 2018/19				
	PP	PP (National Average)	Non PP	Non PP (National Average)
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	67%	TBC	78%	TBC
% achieving ARE in reading	67%	TBC	78%	TBC
% achieving ARE in writing	73%	TBC	78%	TBC

<b>% achieving ARE in maths</b>		<b>67%</b>	TBC	<b>78%</b>	TBC
<b>2e. EYFS Good Level of Development (GLD) 2019/20</b>		<b>57%</b>	TBC	<b>100%</b>	TBC
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
<b>A.</b>	Reception data indicates that in reading, writing and maths, the percentage of disadvantaged pupils are working below non- disadvantaged pupils.				
<b>B.</b>	Disadvantaged pupils attained lower than non-disadvantaged pupils in Reading, Writing and Maths in all year groups.				
<b>C.</b>	Low emotional and social resilience is impacting on the attainment of disadvantaged pupils.				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
<b>D.</b>	Attendance rates for disadvantaged pupils impacts on attainment and progress which is reflected in the outcomes for children.				
<b>E.</b>	A proportion of parents and children are identified by school and outside agencies as vulnerable and are exposed to a wide range of risk factors that affect mental health and wellbeing and family cohesion.				
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )				<b>Success criteria</b>	
<b>A.</b>	In EYFS, disadvantaged pupils make good or better progress and perform as well as other pupils in achieving their predictions for their ELGs.			Children eligible for PP in EYFS make good or better progress in speaking, listening, number, reading and writing. With a similar number of pupils achieving their ELGs and GLD compared to non-disadvantaged pupils.	

<p><b>B.</b></p>	<p>Disadvantaged pupils achieve and attain comparably with non-disadvantaged pupils in school and at national and greater depth expectations.</p> <ul style="list-style-type: none"> <li>• Termly assessment information for all year groups to track and identify any disadvantaged child not on track.</li> <li>• Half termly pupil progress meetings will challenge impact of intervention for disadvantaged pupils</li> <li>• On –going monitoring for impact of interventions by class teacher and SLT</li> <li>• Culture of vigilance to identify vulnerable children and any emotional support needed through pastoral system on -going.</li> <li>• Termly challenge from governors on impact of PP intervention</li> </ul>	<p>Disadvantaged pupils (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 disadvantaged pupils and non-disadvantaged pupils will narrow as pupils move through the school.</p>
<p><b>C.</b></p>	<p>Improved mental wellbeing for disadvantaged pupils. Well-being procedures in school continue to impact on children’s mental health to ensure they feel emotionally secure and have improved resilience and the ability to persevere. (school counsellor, nurture groups, Magic Breakfast, Educational Psychologist, behaviour support)</p>	<p>Observations and teacher feedback will record pupil’s improved resilience and perseverance in lessons. Pupil questionnaire to measure the impact of emotional wellbeing.</p>
<p><b>D.</b></p>	<p>Increased attendance rate to 96% or better to be closer to National (8.6% 2018)</p>	<p>Overall attendance to be sustained or improved to be in line with national figures of 96%.</p> <p>Attendance Officer to successfully support PP families resulting in improved attendance.</p>
<p><b>E.</b></p>	<p>Improve children’s outcomes through a range of experiences and support (breakfast club, Magic Breakfast, after school clubs, pastoral support, educational visits and residential visits).</p>	<p>Disadvantaged pupils are supported to enable them to achieve age related expectations by the end of the year. Children have the opportunity to attend subsidised breakfast/after school clubs, external visits and educational visits.</p>

5. Planned expenditure					
Academic year		2019-2020			
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?
Children entitled to pupil premium in EYFS (exit 2019) make good or better progress and perform as well as other children in achieving their early learning goals for speaking, listening, reading, writing and number.	Additional TA support within EYFS to ensure good or better pupil progress and attainment	<p>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.</p> <p>Additional adult support mean disadvantaged pupils can access more of teachers' time through Quality First Teaching.</p>	Regular monitoring progress and attainment of disadvantaged pupils	EYFS Lead	Weekly assessments within the specific group Termly analysis of data
Continue to improve attainment of disadvantaged pupils across school and narrow the attainment gap between disadvantaged and non-disadvantaged children.	<p>As a small school on a small budget, x 4 Teaching assistants have been secured and employed to support teaching and learning, ensuring disadvantaged pupils are targeted where and when needed.</p> <p>Planning to identify disadvantaged pupils and gaps in learning.</p>	<p>Recent data analysis shows disadvantaged children performed less well than non-disadvantaged pupils.</p> <p>To ensure the gap is narrowed, teaching assistants support in classrooms following quality first teaching approach.</p> <p>18/19 outcomes for disadvantaged pupils was lower than non-disadvantaged pupils in all (except current Y5) and continues to be a priority this year.</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>Regular monitoring progress and attainment of disadvantaged pupils.</p> <p>Trust and whole school monitoring of assessment information and data analysis, through the robust</p>	HT, Deputy Head, TLR's	Autumn, Spring and Summer assessment cycles.

	<p>CPD on delivering a Mastery approach to all pupils in reading, writing and maths</p> <p>High quality resources including, 'Hooks into Books' provided to ensure engagement and access to a broad and balanced curriculum.</p>		and rigorous moderation systems will clearly indicate the impact of this approach		
<p><b>Retention of staff: £70,000</b>  <b>CPD: £2,420</b>  <b>Resources: £4,000</b></p> <p><b><u>Total: £76,420</u></b></p>					
<b>ii. Targeted Support</b>					
Provide effective and personalised support of LAC pupils.	Needs identified and met through EPEP's in liaison with virtual HT	LAC pupils are not attaining as well as peers. Pupils are affected emotionally.	LAC and EPEP reviews.	DHT	Termly

Improved emotional and social resilience.	<p>Consultancy and direct support from:</p> <ul style="list-style-type: none"> <li>• School Counsellor</li> <li>• Educational Psychologist</li> <li>• Nurture Groups</li> <li>• Kidsafe license</li> <li>• Behaviour Support Team</li> </ul>	<p>Reducing barriers to achievement supports raised achievement for PP children.</p> <p>The emotional issues of some children is affecting their ability to access the curriculum. Suitable support from outside agencies support staff on how best to manage these behaviours to ensure improved attainment and increased rates of progress for this group of children.</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>	HT, Deputy Head, whole staff.	<p>Half termly review to measure impact of interventions.</p> <p>Termly data cycle</p>
<p style="text-align: right;"> <b>School Counsellor £3,000</b>  <b>Educational Psychologist £2,000</b>  <b>School licenses: £2,000</b>  <b>Subsidised experiences £3,000</b>  <b>Behaviour SLA £4,000</b>  <b>Nurture sessions 2 hours per week - £1,700</b>  <b>Breakfast club £1,600</b>    <b><u>Total: £17,300</u></b> </p>					

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?
To increase attendance rates and reduce the numbers of persistently absent children	<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"> <li>• Att100 Team</li> <li>• Rewards and incentives</li> </ul>	<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 implementing these strategies shows that attainment has increased.</p> <p>2018/19 – overall attendance for disadvantaged pupils was 94.73% (N 96%) and 6.9% 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"> <li>• Letters home</li> <li>• Referral to LA</li> <li>• Termly attendance reports.</li> </ul>	<p>Victoria Houghton</p> <p>Attendance Officer</p>	<p>Weekly assemblies Every term.</p> <p>Attendance report presented to Head Teacher and Governors.</p>

**Att100: £3500**  
**Attendance monitoring: £2,000**  
**Rewards/incentives: £1,500**  
**Attendance: £1,000**  
**Total: £8,000**

<p>Improve children's outcomes through a range of experiences and support.</p>	<p>Pupils across school will access subsidised enrichment activities: School trips and Residential visit subsidised, Breakfast and After school clubs subsidised, a member of staff to run Magic Breakfast, Booster clubs for Y6.</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>HT, DHTL and all staff.</p>	<p>Termly analysis of data</p>
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Subsidised experiences: £3,000  
 Breakfast Club: £2,000  
 Magic Breakfast staff: £800  
**Total: £5,800**

**Total spend £107,520**

<b>Previous Academic Year 2018/2019</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lesson learned (and whether you will continue with this approach)</b>	<b>Cost</b>
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.	<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: Y6 – DHT 50% and 2 TA's deployed across school to meet the needs of PP children</p>	<p>All children received specific individual support with core subject intervention sessions. This targeted provision enabled them to catch up with other pupils if they had fallen behind and for others, to accelerate their progress further.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• In EYFS – 75% of pupils achieved GLD</li> <li>• In Y1 – 72% of pupils achieved the phonics assessment.</li> <li>• End of KS1 results: Reading 71% Writing 71% Maths 75%</li> <li>• End of KS2 results: Reading 63% Writing 70% Maths 67%</li> </ul>	Support impacted on disadvantaged pupil progress and therefore this will be a strategy that will continue in 2019/2020.	<b>Support Spend <u>£67,500</u></b>

<p>In EYFS, improve Communication and Language skills and personal, social and emotional development.</p>	<p>TA within the EYFS setting to provide intervention which specifically targets Communication and Language.</p>	<p>Targeted intervention programme was developed and delivered and as a result, 75% of cohort achieved GLD.</p>	<p>Interventions impacted on disadvantaged pupil progress and attainment and therefore this will be a strategy (relating to data issues) that will continue in 2019/20.</p>	<p><b>Extra Staffing Spend: <u>£1,600</u></b></p>
<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"> <li>• Whole staff CPD – Adverse childhood experiences and how to support vulnerable pupils.</li> <li>• Behaviour support team SLA</li> <li>• Nurture CPD</li> <li>• Subsidised trips, breakfast club and after school clubs</li> </ul>	<p>Increased opportunities for children to take part in extra-curricular activities.</p> <p>Improved attitudes to learning through targeted support and staff CPD</p> <p>Vulnerable PP pupils accessed professionals to support emotional and mental health.</p> <p>Educational assessments for PP, providing evidence and advice on individual basis to identify barriers to learning.</p> <p>Disadvantaged pupils across school have accessed funding to subsidise visits and clubs throughout the year including a residential visit for Y6 PP pupils. This has enriched their life experiences and provided opportunities that they may not access outside of school.</p> <p>Opportunities for PP pupils to access a range of extra-curricular activities and provide pupils with a wider range of learning experiences linked to learning within the classroom.</p>	<p>Interventions/support impacted on disadvantaged pupil progress and attainment and therefore this will be a strategy that will continue in 2019/20.</p>	<p><b>Support Costs: <u>£11,200</u></b></p>

<p>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>	<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"> <li>• Att100 Team</li> <li>• Rewards and incentives.</li> </ul>	<p>Persistent absence of PP children is quickly identified. Overall attendance for this group of pupils has increased from 94.3 % in 2017/2018 to 94.73% in 2018/2019.</p> <p>Parents/Carers continue to be accountable to explain all absence from school.</p> <p>Unauthorised holidays challenged resulting in some pupils now taking holidays during school holidays rather than in school time.3%.</p>	<p>Interventions/support impacted on disadvantaged pupil progress and attainment and therefore this will be a strategy that will continue in 2019/20.</p>	<p><b>Improving Attendance Spend: <u>£3,100</u></b></p>
<p><b><u>Total Spend 2018/2019: £83,400</u></b></p>				