

## Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Burton Salmon CPS				
<b>Academic Year</b>	2016/2017	<b>Total PP budget (01.04.16 – 31.03.17)</b>	10,560	<b>Date of most recent PP Review</b>	Jan 2017
<b>Total number of pupils</b>	54	<b>Number of pupils eligible for PP</b>	11	<b>Date for next internal review of this strategy</b>	April 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
<b>% achieving Age Related Expectations in reading, writing and maths</b>	0%	38.5%
<b>% making progress in reading</b>	50%	67.5%
<b>% making progress in writing</b>	25%	72.5%
<b>% making progress in maths</b>	50%	72.5%

### 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*)

<b>A.</b>	Writing is an area of consistent underachievement for PP pupils – this under achievement starts at an early stage and often remains a feature of a pupil's profile.
<b>B.</b>	PP pupils have not historically made progress at the same rate as immediate peers and / or in line with national expectations.
<b>C.</b>	Whilst mixed aged classes have many advantages they can also present additional barriers in relation to addressing the needs of vulnerable learners.

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

<b>D.</b>	Family financial hardship could potentially limit pupil participation in wider learning opportunities.
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### 4. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria and how they will be measured</i>
<b>A.</b>	An increased rate of progress for PP pupils in Literacy and Maths.	Pupils will make a greater number of 'steps progress' this academic year than in the previous. Assessed via outcomes of formative / summative assessment using STAT and recording upon Otrack.
<b>B.</b>	A 'closing of the gap' between PP and other Reception pupils within 'Communication and Language'.	All PP pupils will be working within the appropriate EYFS age bracket by the end of the academic year. Ongoing EYFS assessments will illustrate this.
<b>C.</b>	An increased participation of PP pupils in after school activities and sustained full participation within off site visits	All PP pupils will access at least one form of after school provision, for at least half a term within the academic year. Participation lists held within school will illustrate this.

5. Planned expenditure					
Academic year	2016 / 17				
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?
Increased rate of progress across core subject areas for KS2 PP pupils.	The employment of a second teacher for Class 2 (KS2), four days a week, focussing upon the teaching of literacy, maths and science. This allows the group of 33 to be taught as two separate 'classes' of 19 (Y5/6 – 4 PP) and 14 (Y3/4 – 2PP).	<p>The need to teach an entire key stage within a single class, particularly in light of increased expectations, poses a significant challenge to pedagogy, differentiation and the need to cater for both the most and least 'able'.</p> <p>A class size of 33 also presents increased challenges in terms of delivering focussed written and verbal feedback as frequently and effectively as would be desired.</p> <p>Whilst as a setting we do not subscribe to a 'teach to the test' approach there does come a time during upper KS2 that we must ensure our pupils are prepared for the format, rigour and mechanics of standardised, statutory testing. It may not be appropriate to take that approach with Lower KS2 pupils at that point.</p> <p>Given that PP pupils within our setting have been identified as learners vulnerable to underachievement it is likely that these disadvantages of a 'single cohort' approach to teaching will disproportionately impact upon their rate of academic progress.</p> <p>The 'Teaching and Learning Toolkit' notes, in relation to how such approaches impact upon progress that;</p> <p>Reduced class size – moderate impact Feedback – high impact</p> <p>Combined with the additional benefits for our setting of narrowing age ranges within the group it seems this approach will likely have a pronounced positive impact upon the progress of PP pupils.</p>	<p>Scrutiny of pupil progress on a half termly basis.</p> <p>Observations of teaching and learning.</p> <p>Work scrutiny.</p> <p>Discussion with pupils and staff.</p>	<p>AB – to oversee</p> <p>AT and LC to undertake</p>	<p>Half termly via Pupil Progress meetings, lesson obs, etc.</p> <p>Thorough review carried out in Summer Term 2 to support planning for coming academic year.</p>

<p>A 'narrowing of the gap' between PP pupils and all other pupils in particular regard to outcomes in writing.</p>	<p>Staff development opportunities in relation to developing both oracy and early writing in the Reception year.</p> <p>Staff development opportunities in relation to handwriting, composition, grammar and spelling in KS's 1 and 2.</p>	<p>Achievement and progress within writing is evidently the biggest barrier for our PP pupils. This is shown in both formative and summative assessments.</p> <p>We aim to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.</p> <p>With this in mind we intend to examine our approaches to and pedagogy within the teaching of writing across the school, with particular focus upon how we can accelerate the progress of our vulnerable learners.</p> <p>All staff will be given opportunity to access high quality CPD opportunities relating to areas such as subject knowledge, planning for writing, writing across the curriculum etc. As well as exploring training relating to more 'outside the box' approaches to writing such as writing in the outdoors, literacy in the 'scrap shed' etc.</p> <p>Colleagues will also be given opportunity to visit a variety of other settings of similar context to ours to discuss the teaching of writing, share practice, observe lessons and moderate pupils work.</p> <p>Following such CPD colleagues will be given time to share what they have seen with other staff, reflect upon implications for our own practice and plan and implement changes as necessary.</p>	<p>Scrutiny of pupil progress on a half termly basis.</p> <p>Observations of teaching and learning.</p> <p>Work scrutiny.</p> <p>Discussion with pupils and staff.</p> <p>All teaching staff are to have a 'writing' based performance management target.</p>	<p>AB – to oversee</p> <p>All teaching and support staff to undertake as appropriate</p>	<p>Half termly via Pupil Progress meetings, lesson obs, etc.</p> <p>Thorough review carried out in Summer Term 2 to support planning for coming academic year.</p>
<p>A secure start for our PP Reception pupils and early intervention to ensure the 'achievement gap' between these pupils and others does not develop from the outset.</p>	<p>Increased staffing within Class 1</p>	<p>With a new Reception class intake of 43% PP and initial Baseline Assessment indicating that these pupils are functioning below the level of other peers in regards to a number of key areas it seemed prudent to make early provision for these pupils.</p> <p>With this in mind we have increased the hours of one member of staff working within Class 1, fulfilling the role of Key Worker for our Reception pupils. This additional time will be spent supporting the learning of all pupils with a particular focus upon the gaps evident within the development of those PP pupils.</p> <p>To further strengthen this and to ensure that PP funds are spent on long term, embedded provision we are also funding HLTA training for this member of staff. Increased skills in the planning and delivery of learning should further increase our capacity to meet the needs of vulnerable learners and therefore 'narrow gaps' in attainment.</p> <p>The value of 'Positive Relationships' and 'Enabling Environments' is enshrined within the EYFS Framework and this increased capacity should support our delivery of both of these key areas.</p>	<p>Scrutiny of pupil progress on a half termly basis.</p> <p>Observations of teaching and learning.</p> <p>HLTA qualification is formally assessed by Leeds University.</p>	<p>AB – to oversee</p> <p>KN and KrN to undertake</p>	<p>Half termly via Pupil Progress meetings, lesson obs, etc.</p> <p>Termly lesson observations.</p> <p>Thorough review carried out in Summer Term 2 to support planning for coming academic year.</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>A more secure knowledge of the 'building blocks' of number work for those pupils showing slower than expected progress in mathematics.</p> <p>Increased progress within maths and a 'narrowing of the gap' in ability.</p>	<p>Small group and individual intervention sessions using '1<sup>st</sup> class @ number'. Delivered by a suitably qualified TA three mornings a week.</p>	<p>Achievement and progress within maths is evidently a barrier for our PP pupils. This is shown in both formative and summative assessments.</p> <p>Assessment shows that with the majority of these pupils the 'foundations' of maths are missing or weak.</p> <p>1<sup>st</sup> Class @ Number is a researched based group intervention, with proven impact both nationally and within our setting on previous occasions.</p>	<p>Designated member of staff has received training in the intervention and has experience of delivering it within out setting.</p> <p>Designated member of staff has ownership of the intervention and is running it in its entirety to ensure consistency and accurate monitoring of impact.</p> <p>Pre and post assessment of each pupil will indicate impact.</p>	<p>AT and LC – to oversee</p> <p>CH to undertake</p>	<p>Midpoint review – every 5 weeks in.</p> <p>Final review of each block – every 10 weeks.</p> <p>Observation of intervention by class teacher / head.</p>

<p>A more positive attitude towards reading. Increased home reading. A narrowing of the gap in achievement between targeted PP pupils and their peers.</p>	<p>'Story Hunters' reading intervention. Used with four KS2 pupils identified as making significantly less progress in reading than peers.</p>	<p>This intervention scheme aims to foster a more positive attitude to reading, engage parent support with reading at home and provide high quality materials for pupils and parents to share.</p> <p>The scheme has been devised by the well regarded 'Book Trust' and is based upon research involving over 300 pupils. Engagement with the scheme was shown to have a pronounced impact upon participants reading habits and levels of parental engagement, resulting in accelerated progress being made by the vast majority of pupils.</p>	<p>The intervention will be rolled out initially by staff and then sent to parents once pupils are familiar and engaged by the initial books.</p> <p>Parents will be invited in prior to undertaking the scheme to be explained the rationale and mechanics of the scheme.</p> <p>The scheme comes with a system of parent / pupil questionnaires which assess a variety of areas prior to and then following the intervention to highlight progress.</p> <p>Pupil's attainment within reading will be closely monitored throughout the year.</p>	<p>AB – to oversee  CH to undertake</p>	<p>Half termly via Pupil Progress meetings, lesson obs, etc.</p> <p>Thorough review carried out in Summer Term 2 to support planning for coming academic year.</p>
<p>Improved patterns of speech and increased vocabulary within our Reception age PP pupils.</p>	<p>We are to investigate the use of a speech therapist to assess these pupils and then to plan and / or run small group intervention to support with these needs.</p> <p>This support is still in the planning stages and is being investigated by use alongside Raise Alliance colleagues in an attempt to secure a cost saving by 'block buying' time.</p>	<p>Assessment of the 'Communication and Language' levels of our Reception Class PP pupils indicate that all three pupils have a variety of issues relating to levels of oracy.</p> <p>Whilst general classroom practice, EYFS areas of provision, regular phonics teaching etc will help address these needs to some degree it is felt that the additional support of a specialist will help these pupils make progress at an accelerated rate, 'narrowing the gap' between their abilities and that of their peers at a quicker rate.</p> <p>The impact of poor levels of oracy upon all other areas of the curriculum is well documented and it is hoped that addressing this underlying issue will bring more accelerated progress for these pupils across the curriculum.</p>	<p>Planning for this support is still in its infancy and more will be known as this half term progresses.</p>	<p>AB – to oversee</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?
Full participation in off-site learning opportunities and extracurricular activities.	Part / fully subsidised class visits. Fully subsidised after school activities.	<p>As a school we embrace the value of offsite learning opportunities and access a varied and frequent range of class visits throughout the course of the year. A variety of after school activities are also offered throughout the year including sports clubs, healthy eating club, craft clubs etc. Participation of PP pupils in these clubs has been historically very low.</p> <p>Evidence also suggests that PP pupils do not regularly access the rich variety of out of school learning opportunities that are open to other pupils such as museums, galleries etc.</p> <p>The financial implications of these visits can be a burden for PP families and without support this will present a barrier to participation. In order to address this our PP families are asked to make a significantly reduced contribution towards these visits with the shortfall being picked up by PP funds.</p>	<p>Parents are informed of this source of funding and Parent Pay set up in a way to allow those PP parents reduced costs.</p> <p>PP parents are approached directly to make them aware of upcoming after school opportunities and participation encouraged.</p> <p>Records are maintained of pupil participation in off site visits and after school clubs.</p>	<p>AB – to oversee</p> <p>KW – to oversee admin</p>	This policy will be reviewed annually and participation assessed and future actions planned.
<b>Total budgeted cost</b>					£11,245
<p>The employment of a second teacher for Class 2 (KS2), four days a week, Annual total cost – £13,100 Attributed to PP spending - £2,015</p> <p>Staff development opportunities Annual total cost – £3,240 Attributed to PP spending - £548</p> <p>Increased staffing within Class 1 Annual total cost – £8,376 Attributed to PP spending - £2,512</p> <p>HLTA training Total cost – £890 Attributed to PP spending - £890</p> <p>'Story Hunters' reading intervention. Total cost – £400 Attributed to PP spending - £400</p>					THIS DOES NOT INCLUDE SPEECH THERAPIST COSTS

Small group and individual intervention sessions using '1<sup>st</sup> class @ number'.

Annual total cost – £3,230

Attributed to PP spending - £3,230

Speech Therapist

Annual total cost – £TBA

Attributed to PP spending - £TBA

Part / fully subsidised class visits.

Annual total cost – £825

Attributed to PP spending - £660

Fully subsidised after school activities.

Annual total cost – £990

Attributed to PP spending - £990

(est. based upon every child doing 1 club per week. Will be dependent on uptake)

6. Review of expenditure				
Previous Academic Year		2015 / 2016		
<b>i. Targeted support</b>				
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
Intervention groups identified and progress tracked termly. Progress across all year groups increased.	Small group work, one to one sessions and booster sessions carried out	Medium: Progress across all year groups increased. Pupils at risk of underachieving identified. Progress tracked termly on SIMS. Some substantial impact made (8 months in 1 term – Reading Intervention).	SIMS difficult to use as tracking system and consequently tracking can be patchy. New tracking system to be sought. Some group work has not been as successful as anticipated.	£1,263 per pupil for 7 pupils £8,843
<b>ii. Staff Training</b>				
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
Staff informed and knowledge updated. Improved attendance. Improvement in timed and mental maths tests.	TA network meetings Behaviour and attendance training PSHCE network meetings Maths network meetings Alliance maths project	Low: Classroom behaviour system in place and pupils and staff use the system to celebrate successes as well as improve general behaviour. Alliance maths project has focussed whole school on maths.	Difficult to assess impact on pupil premium pupils as old levels were in use at start of this year.	£100
<b>iii. After School Clubs &amp; contributions to educational visits</b>				
Improved attendance of pupil premium pupils at extracurricular clubs and educational visits	Financial support to enable attendance	High: At least two PP pupils attended after school clubs that hadn't previously been able to attend any. 100% attendance at educational visits to support curriculum.	Pupils thoroughly enjoyed participating in after school clubs and inclusion on visits ensured continuity	£370
<b>iii. Other approaches</b>				
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

Progress in maths & spelling tests	New resources: Numicon Smartkids RWI spelling resources	Medium: Improvement in mental maths tests and timed maths tests. Improved spelling tests scores.	Pupils responded well to tests and were keen to beat their previous scores	£424
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)