



## Pupil premium strategy statement: primary schools, completed example based on fictitious school

| 1. Summary information        |  |   |         |   |            |
|-------------------------------|--|---|---------|---|------------|
| <b>School</b>                 | Busbridge C of E (Aided) Junior School |   |         |   |            |
| <b>Academic Year</b>          | 2017/18                                | <b>Total PP budget</b>                  | £17,000 | <b>Date of most recent PP Review</b>                  | n/a        |
| <b>Total number of pupils</b> | 239                                    | <b>Number of pupils eligible for PP</b> | 13      | <b>Date for next internal review of this strategy</b> | April 2017 |

| 2. Current attainment – Key Stage 2 SATs results July 2017             |  |  |   |
|--|--|--|---|
|  | <i>Pupils Results<br/>Busbridge<br/>Junior School<br/>(All pupils)</i> | <i>National average<br/>(Progress scores show National<br/>average for disadvantaged<br/>children)</i> | <i>Pupils eligible for PP (your school)</i> |
| <b>% achieving the expected standard in reading, writing and maths</b> | 70%  | 61%  | 31%   |
| <b>Progress score – Reading</b>  | -0.93  | +0.33  | -2.78                                       |
| <b>Progress score – Writing</b>  | +0.87  | +0.17  | -1.93                                       |
| <b>Progress score – Maths</b>  | -2.90  | +0.28  | -6.28                                       |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)           |  |
|---|--|
| <i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i> |  |
| <b>A.</b>   | Progress in maths across the school, which has previously been lower for the PP cohort compared to All Pupils. |
| <b>B.</b>   | The percentage of children who are eligible for Pupil Premium and also have significant additional SEN needs.  |
| <b>C.</b>   | There are a variety of factors which impact on pupil well-being for many children in this cohort.              |

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

**D.** Attendance rates for some pupils eligible for PP mean that they are persistent absentees (attendance rates below 90%) This reduces their school hours and causes them to fall behind. So far in 17/18 attendance for this cohort is improving.

**4. Desired outcomes**

|           | <i>Desired outcomes and how they will be measured</i>                              | <i>Success criteria</i>  |
|-----------|--|--|
| <b>A.</b> | Maths progress for children eligible for PP is in line with or exceeds their peers | PP children with poor progress engage in Fast track maths programme and make expected progress from their KS1 results  |
| <b>B.</b> | Children eligible for PP who also receive SEND support have targeted support       | Interventions are targeted so that those who are in the SEND and PP category receive the right support at the right time and make expected progress from their KS1 starting point. |
| <b>C.</b> | Increased attendance rates for pupils eligible for PP.                             | Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.                |

| 5. Planned expenditure   |  |  |   |                           |                                      |
|--|--|--|---|---------------------------|--------------------------------------|
| Academic year  | 2017/18  |  |   |                           |                                      |
| 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 progress for disadvantaged children in maths   | Whole school maths development project   | The maths progress scores at key stage 2 in both 2016 and 2017 were lower than the reading and writing progress scores. In both years, some of the PP children did not make as much progress as their peers in maths or in line with their reading and writing scores.                                   | Use of the Fast tracker maths programme and subsequent intervention sessions.<br>Whole school staff training<br>Lesson Study groups for maths teaching across the school. | Maths lead                | Jan 2017, March 2018, July 2018      |
| <b>Total budgeted cost</b>   |  |  |   |                           | £7,000                               |
| 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? |
| B. Children who are eligible for PP and SEND have targeted support.  | Then right support at the right time – offering bespoke intervention to support children's individual needs. | SEND 14 recommends that children receive 'the right support at the right time' This means assessing need, planning, taking action and reviewing the support for children. For those who we know are vulnerable due to their learning needs as well as in other contexts, this is particularly important. | Raising awareness of those who are vulnerable.<br>Staff training – LSA s and teachers<br>Continual assessment and review of the provision.                                | SENCO, SLT                | July 2017                            |
| <b>Total budgeted cost</b>   |  |  |   |                           | £5,000                               |
| 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? |
| C. Increased attendance rates  | Regular and rigorous monitoring systems for school attendance.   | We can't improve attainment for children if they aren't actually attending school.   | Thorough briefing of new HT about existing absence issues.<br>PP coordinator, administrative  | Pupil Premium Coordinator | Jan 2017                             |

|  |  |   |   |                  |          |
|--|--|---|---|------------------|----------|
|  | Systems developed for early intervention when attendance rates drop to monitor pupils and follow up quickly on absences.   |   | support, head, SLT. will collaborate to ensure new provision and standard school processes work smoothly together.  |                  |          |
| D. Pupil well-being factors addressed so that progress is improved | Use of a support as deemed appropriate. For example ELSA support, lunchtime support, HSLW, support from SLT. Engaging with parents to ensure continuity between home and school. | The EEF Toolkit suggests that targeted interventions and support matched to specific students with particular needs or behavioural issues can be effective. | Ensure identification of target pupils is fair, transparent and properly recorded.<br>Monitor behaviour and learning as an indicator of well-being.<br>Use of Behaviour Watch system for recording, tracking and evaluating behaviour data. | SLT,<br>Teachers | Jun 2017 |
| <b>Total budgeted cost</b>   |  |   |   |                  | £3,000   |