

# Pupil Premium Strategy Statement

1. Summary information					
School	Burnside Primary School				
Academic Year	2017 -18	Total PP budget	35320	Date of most recent PP Review	Sept 2017
Total number of pupils	456	Number of pupils eligible for PP	35	Date for next internal review of this strategy	Sept 2018

2. Current attainment										
	Pupils eligible for PP (your school)						Pupils not eligible for PP (national for end of key stage 2017)			
	Spring Term			Summer Term			R	W	M	
% achieving ARE (age related expectations)		R	W	M	R	W	M	R	W	M
	EYFS	50	50	50	60	60	60	73.5	77.6	79
	KS1	40	10	30	42	29	71	75.5	68.2	75.1
	KS2	37	26	37	80	68	63	71	90	85
% making progress in reading	100%			100%			N/A			
% making progress in writing	100%			100%			N/A			
% making progress in maths	100%			100%			N/A			

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Communication
B.	Self esteem
C.	Listening and attention
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
D.	Attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve communication skills	Pupils eligible make progress by the end of the year so that all pupils meet or exceed age related expectations in communication skills
<b>B.</b>	Increased opportunity for wider curriculum experiences through themed weeks to increase self-esteem and confidence.	Pupils eligible
<b>C.</b>	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absences for pupils who are PP. Overall PP attendance improves to ..... to 96% in line with other pupils nationally.

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. Communication B. Self esteem C. Listening and attention	Staff teaching on feedback Staff training on resilience	We want to invest some of the PP funding in longer term change which will help all pupils. Many different evidence sources suggest high quality feedback is an effective way to improve attainment and is suitable as an approach that we can embed across the school.	INSET days to deliver training SLT observations following training to ensure strategies are embedded.	HT SLT	Jan 17
<b>Total budgeted cost</b>					

<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>
Improved communication skills	Use the staff trained within school to one to one and small groups to target children for whom communication is a barrier to learning. <b>56 hours per week Intervention or support (Level 4 TA) 4 hours per week planning, preparation and feedback.</b>	Discussions with teaching staff revealed need to tackle communication at a focussed level.	The staff provided assessment evidence which clearly shows impact and enables the school when children have made sufficient progress to no longer require intervention.	SLT	Half termly
Increased attendance rates.	EWO works alongside Business manager to monitor pupils and follow up quickly on absences. Incentives for improved attendance and 100% attendance.	Ofsted target for improvement.	PP lead, HT and SLT to collaborate to ensure new provision and standard school process with regard to attendance work smoothly together.	HT, SLT	Half termly
<b>Total budgeted cost</b>					

6. Review of expenditure				
Previous Academic Year		2016-17		
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
Improved attainment of Pupil Premium Children	Target Pupil Premium Children who needed to make more rapid progress in small groups.	<p>In Year 6 the four disadvantaged pupils met the expected standard in reading, five in writing and three in maths. Two of these pupils were working at Greater Depth in reading, one pupil in writing. (Out of a group of 6 PP children)</p> <p>In Year 2, one disadvantaged pupil reached the expected standards in writing and maths. ( Out of a group of 2 children)</p> <p>In EYFS, the only disadvantaged child achieved the GLD.</p>	<p>Staff confidence has improved in targeting support.</p> <p>Staff will continue to receive CPD.</p>	
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
To provide extra support for Year 2 and Year 6 children.	<p>Extra teacher in Year 6 (am)</p> <p>Targeted Booster and intervention groups.</p>	<p>Moderate/Good</p> <p>Disadvantaged pupils improved attainment and progress.</p>	<p>Extra support in both literacy and maths ensured children made progress and that evidence was collected through internal monitoring.</p> <p>Targeted interventions addressed gaps in learning .</p>	

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
<p>To improve the attendance levels of Pupil Premium children.</p> <p>To support the social and emotional development of all children.</p> <p>To ensure equal opportunities for all children.</p>	<p>School Business Manager to work alongside PP lead to monitor attendance.</p> <p>EWO support when needed.</p> <p>Prizes for children who consistently achieve 100% attendance or whose attendance has improved.</p> <p>Staff supported to assess the children and create plans for those needing extra intervention.</p> <p>Individual children/families targeted in order that children access extra-curricular activities.</p>	<p>Pupil Premium attendance was below whole school attendance.</p> <p>Children know that they have somebody to go to in school if they are experiencing emotional difficulties.</p> <p>No child is left out of any opportunity provided by the school and extra cultural and life experienced are provided where possible.</p>	<p>Whole school incentives worked well, attendance of PP below due to poor attendance of one child. Work towards attendance will be ongoing so that attendance levels of PP children addressed.</p> <p>Parental assemblies continue to be hugely popular and have a high turnout. Parents react positively to our reward systems.</p> <p>Children with additional needs supported and shown alternative ways to deal with this.</p> <p>Trips, residential and clubs to remain free of charge.</p>	

## 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)