**Burstow Primary Pupil Premium Strategy Statement: Intended Spend for April 2019 - March 2020**

This year we are predicting that we will receive approximately £101,900 in Pupil Premium funding. This is because we have 74 pupils on roll currently registered as being eligible for this funding (6 Pupils are Pupil Premium Plus) and we understand this number may deviate slightly throughout the course of the school year. We have 419 pupils currently on roll.

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| --- | --- | --- |
| Current attainment (**Summer 2019**) | Total % of pupils | Pupils eligible for PP |
| EYFS GLD – achieved a good level of development | 87% | 40% |
| |  | | --- | | Year 1 phonics check results | | 69% | 38% |
| |  | | --- | | Year 2 phonics check results | | 29% | 33% |
| |  | | --- | | End of Key stage 2 results Reading/Writing/Maths/GPS | | 66% | 47% |

Current % pupils PP children in each year group

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 12% | 17% (1PP+) | 26% (2 PP+) | 12% | 13% | 18% | 27% | 32% (1 PP+) |

Current % pupils of each year group with PP who also have SEN

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 0% | 0% | 7 % | 6% | 3% | 3% | 2% | 12% |

Current % PP pupils who also have SEN

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 0% | 0% | 29 % | 50% | 25% | 18% | 7% | 39% |

Main internal and external barriers:

* Vulnerable families and pupils with emotional and social needs
* Tackling Persistence Absentee levels
* Delayed language and vocabulary skills (speaking & reading skills)
* School readiness (low academic baselines on entry, socially and emotionally ready)
* Experience of early childhood trauma

Desired outcomes to diminish the difference between Pupil Premium funded pupils and ‘Other’ pupils

A. PP attainment tracking and monitoring is robust and used to inform subsequent provision (Leaders at all levels)

B. Continue to support families and pupils’ social, emotional and health needs through ELSA, Learning Space and our FLO

C. Support children with poor basic number concepts

D. Pupils and families with low attendance/ high Persistence Absentee levels are supported and challenged

E. PP pupils make rapid progress to catch up to their peers

F. More Able PP pupils ‘on track’ to exceed Expected Standard

G. Address low baseline on entry to school in EYFS so pupils quickly catch up to their peers

H. Increase vocabulary, reading and phonics achievement in EYFS & KS1

I. Improve school readiness and pupils’ enjoyment through providing before and after school clubs, subsidising trips.

J. Provide a speech and language therapist for children with delayed language and vocabulary skills

\*Please see the Action Plan below for more detail around the above desired outcomes.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Action Plan for use of Pupil Premium April 2019 – March 2020 | | | | | | | |
| Desired Outcome | Action  Pupil Premium used for… | Amount allocated  (£) | New/ Continued action | Targeted Group(s) | Intended Outcomes  How the actions impact on achievement | Monitored by | Impact |
| Whole school strategy for all pupils with PP | | | | | | | |
| Oversee all areas | SENCo/Pupil Premium lead (half a day a week PP focus) | £5,820 | Continued | Whole school | To ensure that all disadvantaged pupils are targeted for support that will ensure they make accelerated progress | Governors  Head teacher | Ongoing action. PP children have continued to be high on the school development plan – which has improved the overall quality of teaching and learning. |
| A/C/E/F | Teaching and Learning Lead (half a day a week PP focus) | £5,227 | New | Whole school | To ensure the quality of teaching and learning is high in all classrooms – ensuring maximum progress for all pupils. | Governors  Head teacher | Ongoing action. IPC is fully embedded and a broad and rich curriculum is offered to all pupils. Greater opportunities for core skills to be taught across the exciting and engaging curriculum. |
| I | Breakfast club and After School Club | £7,500 | Continued | Targeted children across the whole school | To ensure pupils have the best start to the day and hunger is not a barrier to focus and attention.  To improve punctuality. | SLT  FLO | Continued success, this has improved punctuality and the readiness for school for those who attend.  Ongoing action. |
| D | Attendance support for pupils & families – led by Attendance and Admissions Manager and Family Liaison Officer  Families to receive family experience prizes for improvements over 95% | £12,000  £750 | Continued  Continued | Whole school targeted vulnerable children with poor attendance, poor punctuality, and a focus on Persistent Absentees. | Improved levels of attendance, punctuality, and a decrease in Persistent Absentees | Governors  SLT | Proved to be a good success as attendance is improving through a whole school and target –family approach. The link between coming to school every day and being and effective learner is promoted regularly.  Prizes have been celebrated and enjoyed by families.  Ongoing action. |
| I | Subsidising educational trips and visitors.  Include clubs  Ensure that all PP children are appropriately dressed in school uniform and have the equipment that they need. | £3,500 | Continued  New | Targeted children across the whole school | Raised self-esteem, promoting confidence and increased motivation. Behaviour, social  skills and attitudes to learning improved | Governors  SLT  Teaching body | Pupil Voice continues to show that PP pupils feel valued and well supported at Burstow.  Ongoing action. |
| B | Pupils to be referred to the FLO / ELSA for targeted support.  FLO to provide targeted support to families, signposting vulnerable groups to relevant services for support. | £5,000 | Continued | Targeted children across the whole school | To support the needs of emotionally vulnerable pupils  To reduce the number of pupils escalating to CiN and CP | Governors  SLT | Continued success. This continues to prove valuable to our cohorts and next year we will be adding three ELSAs to our team. We will have an ELSA in Nursery, Reception, KS1 and KS2.  Money to be spent on more Trauma training next academic year and creating the role of Pupil Well-being Mentor.  Action ongoing. |
| B | Vulnerable pupils referred to Learning Space, YMCA Counsellor for more targeted specialist emotional support. | £8,240 | Continued | Targeted children across the whole school | To support the needs of emotionally vulnerable pupils  To reduce the number of referrals made to CAMHS. | Governors  SLT  FLO | This service continues to have a waiting list internally and has been invaluable at supporting children in real time.  Ongoing action. |
| All | Hold back PP money for new starters with PP and additional requirements that may arise.  To support pupils as individuals by collecting pupil and parental voice and put actions in to place to support their progress and well-being. | £2,000 | New | All PP pupils | Increased progress:  Raised self-esteem, promoting confidence and increased motivation. Behaviour, social  skills and attitudes to learning improved | Governors  SLT  FLO | The counsellor hired for one day a week to offer extra support to families and children dealing with trauma has proved to be valuable to children and their families.  Ongoing action. |
|  |  | Targeted strategies for underperforming pupils and other pupils | | | |  |  |
| All | 4 PP+ pupils assigned a 1:1 LSA to support emotional and learning needs (with no EHCP). Government funds first £6,000 per SEN child | £32,486 | New | Individual PP pupils with SEN | To individually break down the curriculum so that these pupils may access it.  To reduce the risk of exclusion for vulnerable pupils with SEN/PP. | Governors  SLT  SENCO | These pupils were supported well and have made good progress. |
| E | Provide a targeted 1:1 maths intervention (3rd Space Learning) | £2,062 | continued | Targeted children in Yr. 5/6 | To close the gap in attainment for PP pupils in maths | Governors  SLT | Proving successful, ongoing action.  Staff focused this intervention on pre teach this year which enabled pupils’ confidence to access the daily maths curriculum. |
| C | To provide first class number to pupils in KS1 | £2,000 | continued | Targeted year 1 and 2 pupils | To close the gap in attainment for PP pupils in maths |  | Proving successful, ongoing action. |
| A/B/C/G | Educational psychologist for 10 days a year. | £3,300 approx. 6 days for PP pupils | New | Target individual PP who have faced trauma. | To support staff and parents in strategies to enable these pupils to succeed. |  | Proving successful, ongoing action.  PP pupils who were assessed, were observed and reviewed by the EP – resulting in strategies and support for staff and parents. |
| B/E/G/J | Provide a speech and language therapist 0.5 day a week  To Provide Training of SLCN to support pupils at Wave 1 | £7,600    £500 | Continue | Targeted children across the whole school with SLCN needs | To provide regular assessment and targeted support/therapy for pupils with SLCN  To train staff in delivering QFT for children with SLCN and monitor the effectiveness of this  To provide Lego Therapy training for ELSA to use with vulnerable pupils  To support families of children with SLCN.  To train EYFS to use Makaton to support early language skills  To set up a DEN building club for PP boys with communication needs. | Governors  SLT | Proving successful, ongoing action.  Due to a high level of staff training and upskilling of staff this year – we will continue to have a SALT one day a week next year.  Children’s S&L needs continue to be supported in weekly therapy and advice given to LSAs and class teachers. SALT/CELF scores show progress for these pupils in this area of need.  Reduction of internal and external exclusions due to children managing frustrations/ skilled staff and increased ability to communicate effectively. |
| B | Well-being Mentor employed for sensory and emotional regulation for vulnerable children | £11,900 | New | Targeted groups in EYFS | To support pupils’ social, emotional and health needs |  | Not having the desired effect. To be discontinued in September 2020. |
| K | Providing class pets to encourage positive attitude to learning and promoting responsibility. | £400 |  |  |  |  | Successful however it will not be ongoing. |
| Pupil Premium Plus – Additional information | | | | | | | |
| Funding has been obtained from the Local Learning fund to train three LSAs to become an ELSA next year. We will have an ELSA in Nursery, Reception, KS1 and KS2. | | | | | | | |