**Burstow Primary Pupil Premium Strategy Statement: Intended Spend for 2018-19**

This year we are predicting that we will receive approximately £112,160 in Pupil Premium funding. This is because we have 75 pupils on roll currently registered as being eligible for this funding (4 Pupils are Pupil Premium Plus) and we understand this number may deviate slightly throughout the course of the school year. We have 440 pupils currently on roll.

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| Current attainment (**Summer 2017**) | Total % of pupils | Pupils eligible for PP |
| EYFS GLD – achieved a good level of development | 87% | 56% |
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| Year 1 phonics check results  |

 | 88% | 89% |
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|  Year 2 phonics check results  |

 | 92% | 66% |
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|  End of Key stage 1 results Reading/Writing/Maths  |

 | 62% | 50% |
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|  End of Key stage 2 results Reading/Writing/Maths/GPS  |

 | 48% |  20% |

Current % pupils PP

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Nursery  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 29% | 21% | 16% | 13% | 15% | 17% | 25% | 18% |

Current % pupils with PP who also have SEN

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Nursery  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 1PP+ | 38% (3 PP+) | 45% | 33% | 17% | 9% | 39% + (1 PP+) | 36%  |

Current Internal Data:

In Autumn the difference in outcomes for pupil premium children and non PP children in writing was 20% - this has now reduced to 10% - due to whole school writing approach Talk4Writing. Accelerated progress is now seen for many of our PP pupils in reading and maths.

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.

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| Action Plan for use of Pupil Premium 2018 - 2019 |
| Desired Outcome | ActionPupil Premium used for… | Amount allocated(£) | New/ Continued action | Targeted Group(s) | Intended OutcomesHow the actions impact on achievement | Monitored by | Impact |
| Whole school strategy for all pupils with PP |
| Oversee all areas | A reduced teaching timetable for SENCo/Pupil Premium lead (half a day a week PP focus)  | £6770 | Continued | Whole school | To ensure that all disadvantaged pupils are targeted for support that will ensure they make accelerated progress | GovernorsHead teacher | The SENCO/PP lead has been on maternity this year and so the role was managed by other SLT members. 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 | Appointed a new Teaching and Learning Lead who has been out of class 3 days a week  | £6630 | New | Whole school | To ensure the quality of teaching and learning is high in all classrooms – ensuring maximum progress for all pupils. | GovernorsHead teacher | IPC has been fully embedded and a broad and rich curriculum is now offered to all pupils. Pupil voice shows that discovery days are a highlight of each half term. Greater opportunities for core skills to be taught across the exciting and engaging curriculum.  |
| I | Breakfast club and After School Club | £7500 | Continued | Targeted children across the whole school | To ensure pupils have the best start to the day and hunger isn’t a barrier to focus and attentionTo improve punctuality | SLTFLO | Improved punctuality and school readiness for pupils who attend.  |
| D | Attendance support for pupils & families – led by Attendance and Admissions Manager and Family Liaison OfficerFamilies to receive family experience prizes for improvements over 95%TLR given to a teacher to promote attendance  | £9900£2500 | ContinuedNewNew | 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 | GovernorsSLT | Attendance is improving through a whole school and target –family approach. The link between coming to school every day and being and effective learner has been promoted. Prizes have been celebrated and enjoyed by families.  |
| I | Subsidising educational trips and visitors.Include clubsEnsure that all PP children are appropriately dressed in school uniform and have the equipment that they need. | £3500 | ContinuedNew | Targeted children across the whole school | Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved | GovernorsSLTTeaching body | Pupil Voice continues to show that PP pupils feel valued and well supported at Burstow.  |
| 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. | £5385 | Continued  | Targeted children across the whole school | To support the needs of emotionally vulnerable pupilsTo reduce the number of pupils escalating to CiN and CP | GovernorsSLT | This continues to prove valuable to our cohorts and next year we will be adding an early years ELSA to our team. Money to be spent on more Trauma training next academic year and creating the role of Pupil Well-being Mentor.  |
| B | Vulnerable pupils referred to Learning Space for more targeted specialist emotional support. | £5500 | Continued | Targeted children across the whole school | To support the needs of emotionally vulnerable pupilsTo reduce the number of referrals made to CAMHS. | GovernorsSLTFLO | This service continues to have a waiting list internally and has been invaluable at supporting children in real time.  |
| 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.  | £7000 | New | All PP pupils | Increased progress: Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved | GovernorsSLTFLO | 2 new pupils with PP joined. We also hired a counsellor one day a week to offer extra support to families and children dealing with trauma.  |
| G | Improve quality of nursery provision Nursery manager/SENCO and EYFS lead to work together 1 afternoon per week.  | £2500 | New  | All PP pupils | To ensure early identification of all needs To support families earlier To access support services in school from an earlier age To improve transition to reception and school readiness.  | GovernorsSLTEYFS lead | Early identification has been possible with pupils accessing internal and external support agencies. A careful transition plan started in the summer term. Parent voice has been more positive about nursery this year with all but 1 moving to our reception.  |
|  |  | Targeted strategies for underperforming pupils and other pupils |  |  |
| All  | 3 PP pupils have been assigned a 1:1 LSA to support emotional and learning needs (with no EHCP). Government funds first £10,000 per SEN child | £9600 | 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.  | GovernorsSLTSENCO | Each child has made good progress. Quality evidence is now in place to support EHCP applications.  |
| E | Provide a targeted 1:1 maths intervention (3rd Space Learning) | £5500 | continued | Targeted children in Yr. 5/6 | To close the gap in attainment for PP pupils in maths | GovernorsSLT | Staff focused this intervention on pre teach this year which enabled pupils’ confidence to access the daily maths curriculum. Internal data looks good in Year 6 – with 4 PP pupils working at greater depth in maths.  |
| C | To provide first class number to pupils in KS1  | £2000 | continued | Targeted year 1 and 2 pupils  | To close the gap in attainment for PP pupils in maths |  | Year 2 pupils were targeted this year: PP children made between 11month and 13 months’ progress during the 3-month intervention.  |
| A/B/C/G | To hire an educational psychologist for 10 days a year. | £1500 approx. 3 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.  |  | 3 PP pupils had assessments and reviews carried out by the EP – resulting in strategies and support for staff and parents.  |
| B/E/G/J | Provide a speech and language therapist 2 day a weekTo Provide Training of SLCN to support pupils at Wave 1To introduce a DEN building club  | £21300 £500 | Continue | Targeted children across the whole school with SLCN needs  | To provide regular assessment and targeted support/therapy for pupils with SLCNTo train staff in delivering QFT for children with SLCN and monitor the effectiveness of thisTo provide Lego Therapy training for ELSA to use with vulnerable pupilsTo support families of children with SLCN.To train EYFS to use Makaton to support early language skillsTo set up a DEN building club for PP boys with communication needs. | GovernorsSLT | Due to a high level of staff training and upskilling of staff this year – we will reduce SALT to one day a week next year. Children’s SAL 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 | Provide training for an EYFS ELSA for next year.  | £575 | New | Targeted groups in EYFS | To support pupils’ social, emotional and health needs |  | This training has supported this member of staff to support pupils in the EYFS with their emotional literacy. This member of staff used these skills in her other role as a 1:2 for two Pupil Premium Plus children in EYFS – this ensured a successful year for these pupils.  |
| Pupil Premium Plus – Additional information  |
| In addition, to the above, this year a nurture room was opened for EYFS 4 mornings per week to meet attachment needs and ensure children could feel successful in the school day (allowing greater school readiness and transition in to a full time classroom). 2 out of the 4 pupils were PP+. The staff ratio was 2:4.Sensory equipment was purchased for all PP+ children – including weighted lap blankets/dogs. Wobble cushions and fiddle toys. Access to daily sensory circuits. 2 PP+ children had a full Educational psychologist assessment and report. 1 child was paid for to attend a residential trip.  |