

Burton Green Primary School

Pupil Premium Report 2018-2019

At Burton Green, we share a relentless drive to ensure that day-to-day provision allows all children to achieve their full potential. For our children in receipt of pupil funding, we have created carefully designed systems in order to stimulate engagement, broaden horizons, develop skills, improve performance, raise aspirations and maximise achievement in order to close the attainment gap between our disadvantaged students and their peers.

This report will outline the key areas which both inform and underpin our strategy in order to ensure that our children have the best possible primary experience.

Cohort Information	
Total number of pupils on roll	146
Total number of pupils eligible for PPG	58
Total monies available for 2018/19	£94,583.33
2017/18	£100,266.67

Additional information:

Persistent absentees	60% PP
Children in receipt of pastoral (Children's Champion) support	70% PP
SEN	56% PP

Pupil outcomes 2018/2019:

At Burton Green Primary School we closely monitor the progress of every pupil and offer programmes of additional support to any pupil who is at risk of underachievement. Within our half-term pupil progress meetings, we always start with a focus on children in receipt of the pupil premium and ensure that their needs are being met as a main consideration.

As well as this rigorous focus on a pupil's academic progress we also spend time considering each pupil in a wider sense. We consider the amount of opportunities that pupils are exposed to and the amount of pastoral support needed to ensure that pupils are able to enter school everyday and focus on their learning.

Our rich and diverse curriculum aims at developing these experiences. Our English curriculum contains a 'real' element every cycle and our curriculum plans are developed with engagement in mind.

The school has a pastoral team that is able to offer support to any family or child who is going through a crisis or who is finding their learning more challenging. There is always someone from the pastoral team available at all times of the day.

Burton Green Primary School

Pupil Premium Report 2018-2019

EYFS GLD:

Early Years Foundation Stage				
	Pupils achieving a Good Level of Development %		Average total points for cohort	
	PP	Non PP	PP	Non PP
2017 (10)	100%	64.3%	33.5	35
2018 (12)	41.7%	64.3%	31.2	
2019 (12)	58.3%	80%	30.25	

Phonics:

Phonics Screening Check %						
	Year 1		Year 2		Combined	
	PP	Non PP	PP	Non PP	PP	Non PP
2017	77.8%	100%	0	40%	77.8%	78.6%
2018	100%	76%	0	0	33.3%	76%
2019	88.9%	93.8%	0	0	72.7%	83.3%

KS1:

Key Stage One (working at the expected level)								
	Reading		Writing		Maths		RWM	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
2017	100%	60%	57.1%	55%	71.4%	70%	57.1%	45%
2018	50%	100%	60%	85.7%	60%	85.7%	40%	71.4%
2019	60%	72.2%	60%	72.2%	80%	72.2%	60%	61.1%

Burton Green Primary School

Pupil Premium Report 2018-2019

KS2:

Key Stage Two (working at the expected level or above)

	Reading		Writing		Maths		RWM	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
2017	35.7%	40%	71.4%	60%	35.7%	40%	28.6%	30%
2018	83.3%	87.5%	75%	87.5%	75%	75%	75%	62.5%
2019	40%	50%	80%	83.3%	50%	66.7%	30%	50%

Key Stage Two (progress measures)

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
2017	-3.8	-4.7	+1.2	-1.5	-2.3	-2.6
2018	+4.0	+1.9	+3.6	+2.5	-0.9	+1.6
2019	-1.69	+0.69	-1.22	+0.34	-1.51	+0.73

Burton Green Primary School

Pupil Premium Report 2018-2019

Expenditure to narrow the attainment gap 2018-2019

Approaches identified by the Education Endowment Foundation (EEF) for use during 2018 and 2019

The most appropriate approaches to narrow the attainment gap have been identified through the Education Endowment Foundation toolkit, taking only those which demonstrate good levels of impact and focusing on the barriers identified above.

<https://educationendowmentfoundation.org.uk/>

Resource	Link to EEF typical gains & rationale for choice	Objective	Monitoring	Cost (% of)
Performance related pay: SLT monitoring. <ul style="list-style-type: none"> Performance management targets directly related to attainment of PP children. 	<i>Performance pay schemes to improve class performance in order to incentivise better teaching and so improve pupil outcomes.</i> <ul style="list-style-type: none"> Performance pay (+1 month) 	To ensure that each staff member is accountable for PP attainment and progress. To ensure that PP children are exposed to high quality teaching every day.	Ongoing SLT monitoring: AA, CS-L, OT	£15,000
Digital technology: Chrome Books/iPads <ul style="list-style-type: none"> Chrome books to be embedded across school 	<i>Digital technology to support learning within school, enhance online learning platforms and improve outcomes.</i> <ul style="list-style-type: none"> Digital technology (+4 months) 	To ensure that PP children are engaged with learning, through a relentless focus on core skills and kept up-to-date with the latest technology.	SLT monitoring: AA, CS-L, OT, JW (Computing Lead)	£12,000
Digital technology: Online learning platforms. <ul style="list-style-type: none"> Phonics Play, TT rockstars, Mathletics, Closing the Gap Maths, Learning by Questions subscriptions for children in years 1-6 	<i>Digital technology to support practice learned in classrooms, to the application and challenge within a digital context in order to improve pupil outcomes.</i> <ul style="list-style-type: none"> Digital technology (+4 months) 	To ensure that PP children are engaged with learning, with a direct focus on core skills, allowing teachers and SLT to track, assess and identify gaps in learning.	Ongoing SLT monitoring: AA, CS-L, OT	£1,000
Special Educational Needs support: SENCO release time. <ul style="list-style-type: none"> SENCO release time dedicated to supporting our most vulnerable children in school to ensure that they are able to do their best. 	<i>Behaviour interventions and support seek to improve attainment by reducing challenging behaviour. Staff also to receive bespoke CPD package to support behavioural issues of learners.</i> <ul style="list-style-type: none"> Behaviour interventions (+3 months) 	To ensure that PP children are supported effectively manage and self-regulate behaviours.	Ongoing monitoring by SLT & SENCO (SC).	£20,000

Burton Green Primary School

Pupil Premium Report 2018-2019

<p>Social & Emotional support: Pastoral Lead time</p> <ul style="list-style-type: none"> Dedicated pastoral team to support the needs of our most vulnerable children. 	<p><i>Social and emotional learning strategies to support vulnerable learners across school, seeking to improve pupils' interaction with other and self-management of emotions.</i></p> <p><i>The Child and Family Support Worker supports the ever-increasing daily pastoral need within school. Direct support for families and working with external agencies, providing extensive support for our most vulnerable pupils.</i></p> <p><i>The Child and Family Support Worker also delivers bespoke interventions to support the social, emotional and behavioural needs.</i></p> <ul style="list-style-type: none"> Parental engagement (+3 months) Social & emotional learning (+4 months) Behaviour interventions (+3 months) Social & emotional learning (+4 months) 			£20,000
<p>Phonics: dedicated Teacher led interventions</p> <ul style="list-style-type: none"> Dedicated Teacher led (subject leader) intervention to support phonics within KS1 and LKS2, with a particular focus on our lower attaining pupils. 	<p><i>Systematically teach learners the relationship between phonemes and graphemes. Focus on decoding new words by sounding and blending.</i></p> <ul style="list-style-type: none"> Phonics (+4 months) 	To ensure that the attainment gap is narrowed via early intervention in phonics.	Monitoring and support from phonics lead (CN).	£7000
<p>Small group tuition: Whole school teacher led interventions</p> <ul style="list-style-type: none"> Teacher/subject leader release time to team-teach and lead interventions across KS. Groups informed by ongoing half termly pupil progress interventions. 	<p><i>Intensive tuition in small groups provides support to lower attaining learners or those who are falling behind, but can also be used as a more general strategy to ensure effective progress or secure challenging topics and ideas.</i></p> <ul style="list-style-type: none"> Small group tuition (+4 months) 	To ensure that the attainment gap is narrowed at the end of each KS.	Monitoring and support from SLT: AA, CS-L, OT	£7,000
<p>Breakfast Club</p> <ul style="list-style-type: none"> Free Breakfast Club daily offered to all children and families but in particular, the most vulnerable PP families to ensure all children are in school on time and ready to learn. 	<p><i>Increase targeted support before school in order to ensure that children are ready to successfully start the school day.</i></p> <ul style="list-style-type: none"> Free Breakfast (+3 months) 	To ensure that PP children are ready to start the day and are exposed to high quality teaching and learning at every opportunity.	Daily support and resourcing by T and monitoring by SLT.	£4,500
<p>Curriculum Enhancements: educational trips.</p> <ul style="list-style-type: none"> Subsidised trip costings for PP children 	<p><i>Adventure education involves collaborative learning experiences with a high level of physical and emotional</i></p>	To ensure that PP children are able to	Support and monitoring by SLT	£4,000

Burton Green Primary School

Pupil Premium Report 2018-2019

	<p><i>challenge. Practical problem-solving and meta-cognition are also a big part of outdoor education and provide children with the opportunity to explore valuable life skills, which are equally as important when translated to the classroom.</i></p> <ul style="list-style-type: none"> - Outdoor adventure learning (+4 months) 	access every opportunity within school.		
<p>School environment: Library</p> <ul style="list-style-type: none"> • New and improved EYFS outdoor learning space to improve current provision. • Library space for all children; a safe, calm, homely space for children to further their learning . 	<p><i>We aim to accommodate each and every child and their own personal needs and requirements in order for them to reach their full potential. In doing so, we also aim to improve our parental engagement to fully involve parents in supporting their children's academic learning.</i></p> <ul style="list-style-type: none"> - Parental engagement (+3 months) 	To ensure that pupils have an emotional link to the school environment including a nurture area to support emotional wellbeing.	Support and monitoring: AA, CS-L, OT	£3,500
			Academic Total	£94,000

Total expenditure 18/19 academic year	£94,583.33
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Burton Green Primary School

Pupil Premium Report 2018-2019

Day to day provision

Within school, we aim to build a culture where all pupils are valued and supported in equal measure. We also acknowledge that some pupil's needs are greater than others, due to personal, or external factors. Our culture of supporting disadvantaged pupils is interwoven with the support that we give all pupils but they are collectively a higher priority as a 'group' of learners. Below is a list of interventions / strategies that we adopt as a school to support pupils outcomes. This list is not specific for any one disadvantaged pupil, but aims to highlight the work that we do across the whole school to support this collective group.

- **Half termly pupil-progress meetings with an initial focus on disadvantaged pupils**
- **Daily interventions targeted at disadvantaged pupils**
- **Relentless daily drive to effectively deliver the basic skills needed to apply knowledge to each subject area, with a particular focus on reading, writing and maths**
- **Classroom organisation, merging a combination of in-class setting and also mixed ability peer support**
- **Speech & language support from EYFS**
- **Expectation of 25 1:1 reads with an adult each half term – Reading Challenge**
- **Priority after school club/breakfast club places**
- **Regular parent meetings to support home/school communication e.g. new to reception, phonics, SATs**
- **Pastoral team support**
- **Nurture Room (The Nest) available all day, every day**
- **Additional resources to support children e.g. PE kits, reading records, uniform, book bags**
- **Breakfast provided for any pupils who may have missed out at home or breakfast club**
- **Trip subsidy**
- **TAs provided with in-depth information about vulnerable children within their phase**
- **Planning targeted towards vulnerable children and key groups**
- **Phase & pastoral meetings have dedicated focus towards vulnerable pupils**
- **Termly vulnerable pupil meetings to monitor progress and engagement**
- **Data analysis closely compares progress of pp vs. non pp children and direct planning to ensure that gaps are addressed (RAPs)**
- **Pastoral 'check-ins'**
- **Free dinner**
- **Free milk**

Burton Green Primary School

Pupil Premium Report 2018-2019

Analysis of 2018-2019 outcomes

At Burton Green over the last few years, at the end of KS2, non-disadvantaged children have outperformed disadvantaged pupils in most areas indicating that 'disadvantaged' seems to be a barrier to success. The school has worked hard over the past year to correctly identify those of its pupils that are disadvantaged to ensure the correct support is put in place for these and all children at Burton Green.

Data headlines:

- As a school, we believe that early intervention is crucial and as such, our EYFS 2018 data indicates that the gap between disadvantaged and non-disadvantaged narrowed.
- KS1 phonics progress is extremely positive, with the majority of pupils passing the phonics screening check in Y1.
- End of KS1 results showed that we weren't able to build upon the disadvantaged outperformance of non in 2018, however there were many cohort specific contributing factors, with a large proportion of the children also on our SEN register and pastoral monitoring lists.
- KS2 results also showed that we were unable to close the gap with non-disadvantaged outperforming the disadvantaged in all areas.

The change to the school's attendance policy in 2018 continues to ensure that disadvantaged attendance is a focus. As a result, disadvantaged attendance has improved and is now closer in line with national targets.

For the 19-20 academic year, we are adjusting our strategy in light of new EEF guidelines to ensure that our strategies are more evidence based and targeted with greater precision. As a school, we will continue to drive forward to ensure that the relentless focus on early intervention, core skills and secure day-to-day teaching and learning, enable each and every child to reach their full potential.

Burton Green Primary School

Pupil Premium Report 2018-2019

Actions for 2019-2020

Outlined below are the key priorities for the 2019-2020 academic year. The basis for these PP decisions and quotations have been directly informed by the 2019 'EFF Guide To The Pupil Premium'. Within the guide, a clear 3 part tiered approach (teaching-targeted academic support-wider strategies) to PP spending provides an effective model for supporting disadvantaged children.

'The Pupil Premium provides funding, but also focus, setting the achievement of children from disadvantaged backgrounds as a priority.'

Tiered approach	Action linked to EEF typical gains	Objective	Implementation & Monitoring	Estimated Costings
Teaching	Staff & TA CPD programme, with clear structure & standards for all. <ul style="list-style-type: none"> 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the pupil premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the pupil premium.' 	To ensure that each staff member is engaged within CPD activities to ensure improved outcomes for all pupils.	AA (HT) & CSL (DHT)	£12,000
	Chrome Books and iPads to be introduced from EY to Y6. <ul style="list-style-type: none"> Digital technology (+4 months) 	To ensure that PP children are engaged within online learning and confident in using online learning platforms.	SLT & Computing lead (JW)	£15,000
Targeted Academic Support	Continue the development of bespoke speech and language support <ul style="list-style-type: none"> 'Left unchallenged, poor oral language, and a narrower vocabulary remain a barrier throughout the primary years.' Communication and language approaches (+6 months) 	To ensure that the PP gap is narrowed and children are ready for their next stage of life, despite varied starting points.	SLT & Literacy Lead (CN & OT)	£15,000
	Specific focused daily intervention <ul style="list-style-type: none"> 'There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students.' 	To ensure that the PP gap is narrowed and children are well supported academically.	T implementation & SLT monitoring	£10,000
	Phonics interventions <ul style="list-style-type: none"> Phonics (+4 months) 	To ensure that the attainment gap is narrowed via early intervention in phonics.	CN	£10,000
Wider strategies	Continue to support attendance, lateness and persistent absentees <ul style="list-style-type: none"> 'Pupil premium intervention strategies are likely to be most effective when deployed alongside efforts to improve teaching and attend wider barriers to learning, such as attendance and behaviour.' 	To ensure that PP children and families are supported in order to arrive at school on time and ready for each day.	AA, YF & NH	£10,000
	Development of Pastoral team <ul style="list-style-type: none"> 'The most significant non-academic barriers to success in school, include attendance, behaviour and social and emotional support.' 	To ensure that PP children are supported emotionally by dedicated support.	SLT and YF	£20,000

Burton Green Primary School

Pupil Premium Report 2018-2019

	Total	£92,880
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