



Pupil Premium Spending Review and Action Plan

Academic Year 2016/17

### **Position Statement**

In the financial year 2015/16 (April 2015 – March 2016) Burley Primary School received £27, 113 to support the provision for 21 children eligible for Pupil Premium funding, including 0 looked after children and 0 children from the families of military personnel. In the financial year 2016/17 (April 2016 – March 2017) we are expecting this figure to be £24, 420 based on 18 children, including 0 looked after children and 0 children from the families of military personnel.

The provision for disadvantaged children at Burley Primary School is **good** over time.

### **Our Guiding Principles for the effective use of the Pupil Premium Funding**

At Burley Primary School we believe the facilitating the following should be the focus of Pupil Premium funding:

- A high level of expectations are maintained for the target group
- There will be a senior member of staff, in addition to the Headteacher, with oversight of how Pupil Premium funding is being spent
- High quality teaching is vital, rather than interventions to compensate for poor teaching.
- Teachers will know which of their pupils are eligible for pupil premium
- The school should thoroughly analyse which pupils are underachieving and why
- Where 'additional to and/or different from' is required, the school will use evidence to allocate funding to big-impact of strategies
- The school will make effective use of achievement data to check interventions' impact and to make adjustments where necessary
- Highly trained support staff
- The school will be able to demonstrate impact on the group
- Governors will be involved

### **Achievement of the Group in 2015/2016**

- Disadvantaged KS2 pupils' progress was not significantly below average overall or for any prior attainment group in any subject. and not below -3.
- 100% of all disadvantaged children (from all starting points) achieved ARE in Reading at end of Key Stage 2 (83 and 33% higher than National).
- 100% of non-SEN disadvantaged children achieved ARE in Writing and Maths at end of Key Stage 2 (22 and 29% higher than National).
- 100% of all disadvantaged children (from all starting points) achieved ARE in SPaG at end of Key Stage 2 (81 and 24% higher than National).
- 100% of non-SEN disadvantaged children achieved ARE in Reading, Writing and Maths combined at the end of Key Stage 2 (50% higher than National).
- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects (-11% national in Reading; =National in writing and +23% National in Maths; for all EYFS development groups was close to or above national figures for other pupils.
- For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures for other pupils.
- The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in year 1.

### Key Priorities for the Group in 2016/17

- Increase the percentage of disadvantaged children at Key Stage 1 achieving Age Related Expectations to at least in line with National.
- Increase the percentage of disadvantaged children at Key Stage 1 achieving Greater Depth to at least in line with National.
- Increase the percentage of disadvantaged children at Key Stage 2 achieving Greater Depth to at least in line with National.

### How will success for the group be measured?

At Burley Primary School, as with all children in our care, we measure success for our Pupil Premium children in terms of both academic and personal development. As such, we monitor the children's progress in the following areas:

- Attainment/Progress - Closing of the gap between Pupil Premium children and their Peers.
- Attitude to self and school – Attendance rates and behaviour analysis.

### How will we allocate the funding to facilitate this...?

Provision	EEF Approach and Potential Gain	Cost	Rationale	Success Criteria	Evidence of Impact
Non-Class based Vulnerable Group Leader (0.4) – Salary Contribution	Early Intervention (+6months)	£5,000	- 'Champion' for the group to ensure that ambition for achievement remains high. - Early identification of underachievement and guidance regarding next steps.	- Provision for PP children effectively tracked across the school and matched to need. - At least 90% of PP children across the school working at or above ARE.	Pupil Progress Outcomes in books Lesson Observations Focus List Provision RAP information
Small group/1:1 Catch Up Provision for identified children – Salary Contribution	1:1 Tutoring (+5 months) Individualised Instruction (+2 months)	£12,000	- Facilitating opportunities to ensure that gaps in learning are filled as required.	- Additional support for target children robustly provided. - Quality of intervention provision is at least Good over time. - At least 90% of PP children across the school working at or above ARE.	Pupil Progress Outcomes in books Lesson Observations Focus List Provision RAP information
Contribution towards development of whole school	Early Intervention (+6 months)	£500	- All staff aware of PP children and their academic performance compared	- Provision for PP children effectively tracked across the	Pupil Progress Outcomes in books

tracking system; related materials and associated training	Assessment for Learning (+3 months)		to national expectations and peers. - Early intervention for those children requiring additional intervention/personalised provision.	school and matched to need. - At least 90% of PP children across the school working at or above ARE.	Lesson Observations Focus List Provision RAP information
Contribution to Staff Training and related equipment	Effective Feedback/Quality first Teaching (+9 months)()	£3,000	- Ensuring that all staff working with children have the requisite knowledge and skills to raise attainment and increase rates of progress.	- Quality first Teaching is consistently Good over time. - At least 90% of PP children across the school working at or above ARE.	Pupil Progress Outcomes in books Lesson Observations Focus List Provision RAP information Training Records
Contribution to Educational Psychologist Service Level Agreement	Meta-cognition and self-regulation strategies (+8 months)	£600	- Acquisition of specialist advice where necessary to tailor provision and help staff overcome specific barriers to learning.	- At least 90% of PP children across the school working at or above ARE. - Where children are working below ARE, specific approaches are in place to ensure at least Good progress over time. - Where children are working below ARE, strategies are in place to evaluate the effectiveness of their provision.	Pupil Progress Outcomes in books Lesson Observations Focus List Provision RAP information Notes of visits
Emotional Literacy Support Assistant	Meta-cognition and self-regulation strategies (+8 months)	£2,500 (shared with below)	- Member of staff trained to address aspects of personal development/social challenges that may present barriers to learning.	- Children are able to self-regulate and control behaviour. - Behaviour of disadvantaged children in Good or better over time. - At least 90% of PP children across the school working at or above ARE.	Pupil Progress Outcomes in books Lesson Observations Focus List Provision Intervention records Behaviour Records
Jigsaw Worker	Parental Involvement (+3 months) Homework (+5 months)	£2,500 (shared with above)	- Member of staff trained as family liaison to provide additional support/advice as required.	- Barriers to learning linked to socio-economic or family circumstances are known to the school. - Engagement of PP children	Pupil Progress Outcomes in books Lesson Observations Behaviour Records

				with their learning is Good or better over time. - At least 90% of PP children across the school working at or above ARE. % of PP children across the school working at or above ARE.	
Subsidise for trips; clubs; uniform	n/a	£1000	- Increased engagement with school. - Enhanced 'cultural capital' leading to enriched ambition, ideas and experiences.	- All children eligible to the Pupil Premium are enabled to take part in enrichment activities where appropriate. - All group members able to attend clubs as	Pupil Progress Outcomes in books Lesson Observations Behaviour Records Attendance Information

**How will this work be monitored and evaluated...?**

- Tracking data during Pupil Progress reviews via Progress Check data Capture inline with the school's assessment calendar.
- Through outcomes from Lesson Observations
- Through outcomes in books
- Information in raising Attainment Plans where relevant

The Vulnerable Groups Leader will keep the achievement of Pupil Premium Entitled children high profile throughout the year ensuring ambition for the group across the school.