

Pupil Premium Strategy Statement for Burton Bradstock Primary School – 2016/17

1. Summary Information					
School	Burton Bradstock CE Primary School (part of the Minerva Learning Trust)				
Academic Year	2016-17	Total PP budget	£13,200	Date of most recent PP Review	n/a
Total number of pupils	77	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Jan 2017

2. Current Attainment (Autumn 2016)		
	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school)
There are 9 pupils in KS2 who are entitled to PP. Five of these are on track to be at the Expected Standard at the end of the year. Four pupils are not on track, two of which also have SEND	7.7%	92.3%
There is one pupil in KS1 who is entitled to PP. This pupil met the Year 1 Phonic Screen but is not on track to be at the Expected Standard at the end of the year.		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Social and emotional wellbeing of pupils in receipt of PP is low. This is slowing their application to learning and resulting in less progress.
B.	Grammar, Punctuation and Spelling of pupils who are entitled to PP are generally lower than for other pupils. This is having a negative impact on writing standards and attainment.
C.	Some pupils who are eligible for PP are making less progress in Maths than other pupils.
D.	Pupils who are entitled to PP need to be identified and assessed for specific learning difficulties early enough.
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Low parental engagement and support leads to low self-esteem and aspiration amongst some pupils who are entitled to PP
F.	Some pupils who are entitled to PP have poor speech and language skills which results in lower standards in Writing

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4. Desired outcomes (desired outcomes and how they will be measured)		Success Criteria
A.	Improved social and emotional wellbeing of pupils eligible for PP.	The social and emotional needs of pupils are being met, therefore eliminating the need for 1:1 intervention (e.g. ELSA). The 'Thrive Approach' is introduced across the school.
B.	Higher rates of progress in GPS across both KS1 and KS2 for pupils eligible for PP.	Pupils eligible for PP are making as much progress in GPS as other pupils. This will be measured through teacher assessments and moderation practices across the school and the MLT. The Writer's Toolkit is being used across all classes.
C.	Higher rates of progress in Maths across both KS1 and KS2 for pupils eligible for PP.	Pupils eligible for PP are making as much progress in Maths as other pupils. This will be measured through teacher assessments and formal assessments.
D.	Early assessment and diagnosis of specific learning difficulties for pupils entitled to PP are carried out.	Tests are carried out to diagnose difficulties early so that effective intervention can be targeted. There is greater liaison between the SENCo and Educational Psychologist to enable this to happen effectively.
E.	Increased self-esteem and aspiration amongst pupils who are eligible for PP.	Parents/carers of pupils in receipt of PP attend all parent consultations. Pupils in receipt of PP are inspired to complete the sections of their 'Edge' passport. Pupils in receipt of PP are accessing the same opportunities as non-PP pupils.

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F.	Improved Speech and Language for pupils who are eligible for PP.		Pupils eligible for PP are making improvements with Speech and Language as evidenced by the Speech and Language therapist.		
5. Planned expenditure					
Academic Year	2016-17				
The three headings below enables the school to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
A. Improved wellbeing amongst pupils - social and emotional needs met	Staff training on the 'Thrive Approach'.	We want to invest some of the PP in longer term change that will help all pupils. The 'Thrive Approach' is a whole school approach that will meet this need.	High success rate of the approach – being implemented across the MLT primaries. Well trained lead that will then cascade the training. Assessments and case studies included in the training. Give two years for it to be fully implemented.	SENCo	Jan 2017
B. Increased GPS standards across the school	Introduce the 'Writer's Toolkit' – a multi-sensory approach to punctuation and grammar.	Research from another school has evidenced its positive impact. Multi-sensory approach will support younger and SEND pupils.	Rolled out across all classes in the first term. Evidence of impact gathered through lesson observations, book scrutiny and pupil interviews. Use of INSET day to deliver training.	English Lead	Jan 2017
Total budgeted cost					£5000

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ii. Targeted support					
<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
C. Increased progress and attainment in maths	Staff trained on the new Maths intervention 'Maths Counts'	Some of the pupils need targeted support to catch up from Year 2 (did not meet ARE). It is a programme with proven success and is being run in conjunction with Durham University.	Ensure that the programme timetable and training is adhered to. Sufficient time given to the class teacher to carry out initial and final assessments. Teaching assistants are trained and given time to implement the intervention. All findings are shared with Durham University so that they can assess impact.	Maths Lead	May 2017
D. Improved diagnosis of specific learning difficulties of pupils entitled to PP	SENCo trained to carry out diagnostic testing that informs effective intervention	Some pupils who are entitled to PP may have undiagnosed additional needs that are preventing them from making sufficient progress.	Diagnostic tests to be purchased, following recommendation by the Ed. Psych. SENCo to be given sufficient time to carry out diagnostic testing. Liaison with Ed. Psych to determine individual intervention plans. Time for staff to be trained and carry out specific intervention.	SENCo	Jan 2017
F. Improved speech and language skills	Additional Teaching Assistant intervention to work on the targeted programmes	The number of pupils starting school with low speech and language skills is increasing. The school's S&L TA has been given extra time	Sufficient time for SENCo, S&L Therapist and S&L Teaching Assistant to meet. Directed time for the S&L TA to deliver interventions and liaise with S&L Therapist on progress. Time for S&L Therapist to carry out assessments and prepare programmes for		

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	from SALT.	to work on programmes set by S&L therapist.	individual pupils.		
Total budgeted cost					£6650
F. Other approaches					
<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
E. Increased motivation and aspiration amongst the pupils.	Introduce the 'Primary Edge' across the school.	Success of the scheme within Secondary school already evident. We want to invest some of the PP in longer, whole school change that will have an impact on pupils' mindset.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Staff meeting and INSET time for training.	Year 5/6 teacher	May 2017
E. Maintain aspiration for high ability pupils in all subject areas.	Pupils to attend the 'Able and Talented' workshops at Colfox Academy.	High ability pupils need to be challenged and offered different opportunities. This can be achieved by liaising with the Secondary School who offer 'master-classes'.	Liaising with Colfox Academy ensuring that the appropriate opportunities are made available. Identifying the pupils to be targeted.	HT	July 2017
E. Increased self-esteem and aspiration for pupils entitled to PP	Bursaries are available for pupils entitled to PP to assist with	Pupils can be at a disadvantage if they are unable to take part in additional	Information is available to parents. Records are kept up to dated.	HT	Termly

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	residential trips, school clubs and school uniform.	opportunities due to financial restraints. Past evidence has shown that this action has had a positive impact on pupil self-esteem and aspiration.			
Total budgeted cost					£2200

6. Review of expenditure				
Previous Academic Year	2015-16			
i. Quality of teaching for all				
<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</i>	<i>Lessons Learned (and whether you will continue with this approach)</i>	<i>Cost</i>
To improve writing with a focus on spelling at KS2	Introduce Spelling scheme 'Read, Write Inc' in KS2	Increased confidence with spelling seen in independent writing and in other subjects for all pupils (eligible for PP and not). Spelling scores show increased accuracy for majority of pupils (eligible for PP and not).	Daily spelling focus is having a positive impact on raising standards after the first year of implementation. This approach will continue.	£4500
To improve writing with a focus on phonics at EYFS and KS1	Pupils taught in smaller, ability groups with the use of teaching and support staff	Pupil in Year 1 eligible for PP – met the phonic screen. Pupil in Year 2 eligible for PP - met the phonic screen in Year 2.	Year 1 phonic screen shows an upward trend over the last 3 years with the school now above the National average. The school will continue with	£2000

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			this approach.	
ii. Targeted support				
<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</i>	<i>Lessons Learned (and whether you will continue with this approach)</i>	<i>Cost</i>
Improve pupils' emotional wellbeing so that they are ready to learn	Emotional Literacy Support Assistant trained and delivering support on a 1:1 basis	High: increased self-esteem and confidence and less anxiety displayed at school and at home.	This approach is most successful when targeted to pupils who need intervention for a short period of time to deal with immediate anxieties. It has not been as effective to tackle long-term anxieties or low self-esteem.	£3000
Improve writing	Staff trained in 1 st Class@Writing and intervention delivered to targeted pupils	High: increased confidence with writing and use of story language for one pupil eligible for PP. Medium-low: other pupils showed less improvement in their independent writing.	This was most effective when the pupil also had 1:1 support for English and the intervention was delivered daily over the two terms. It was less effective for other pupils as the delivery of the intervention was not sharp enough. This intervention will not be continued in this format.	£4000
Improve mathematical knowledge of Year 5 pupils eligible for PP	Receive small group intervention in Success@Arithmetic	High: Both targeted pupils made more than expected progress. At the end of the intervention (which lasted 8 months) one pupil made 13 months progress	This intervention resulted in positive impact for the pupils eligible for PP. However, the intervention lasted longer than intended due to replacement	£3000

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		and one made 20 months progress.	of staff. This intervention has proved to have high impact and would be used in future if the need arises and with staff training.	
iii. Other approaches				
<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</i>	<i>Lessons Learned (and whether you will continue with this approach)</i>	<i>Cost</i>
Engage pupils eligible for PP through additional funding	Funding for residential trips, after school clubs and school uniform	High: Through the funding pupils are able to access the additional curriculum opportunities.	Pupils who are eligible to PP are not seen to be different and have the same opportunities as pupils who are not in receipt of PP.	£200

7. Additional detail

In this section annex or refer to **additional** information which the school has used to support the sections above.

The Pupil Premium Strategy is a priority for the Minerva Learning Trust and the Headteachers and Executive Principal are working together and sharing expertise and strategies to inform future planning.

Through the MLT a number of initiatives have been funded that will impact on pupils entitled to PP, such as the employment of an Educational Psychologist and the Language and Communication Research Project.

The school is working with the Jurassic Maths Hub on a Mastery Research Project and it is envisaged that this will have a positive impact on pupils entitled to PP, through quality teaching for all.