

Pupil Premium Strategy Statement for Burton Bradstock Primary School – 2017/18

1. Summary Information					
School	Burton Bradstock CE Primary School (part of the Minerva Learning Trust)				
Academic Year	2017-18	Total PP budget	£14,520	Date of most recent PP Review	Jan 2018
Total number of pupils	83	Number of pupils eligible for PP	11	Date for next internal review of this strategy	July 2018

2. Current Attainment (July 2017)		
	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school)
<p>There were 10 pupils in KS2 who were entitled to PP. Of the 10, two pupils took part in the end of KS2 SATs: Both pupils were at the expected standard in Reading Both pupils were at the expected standard in Grammar, Punctuation and Spelling One pupil was at the expected standard in Writing Neither pupil was at the expected standard in Maths</p> <p>In other Year Groups, four pupils are working at the expected standard. Four pupils are not at the expected standard, three of which also have SEND.</p> <p>There is one pupil in KS1 who is entitled to PP. This pupil met the Year 1 Phonic Screen but was not at the expected standard at the end of KS1. This pupil also has SEND.</p>	7.7%	92.3%

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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.	Some pupils who are eligible for PP are making less progress in Maths than other pupils.
C.	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.
D.	Pupils who are entitled to PP need to be identified and assessed for specific learning difficulties, including Speech and Language, early enough and interventions put in place.
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 attendance and attitude to learning which is having a negative impact on learning.

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 adopted and practised as a whole school approach (second year of a two year project).
B.	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.
C.	Higher rates of progress in Spelling across both KS1 and KS2 for pupils eligible for PP.	Pupils eligible for PP are making as much

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		progress in Spelling as other pupils. This will be measured through teacher assessments and moderation practices across the school and the MLT. The phonics programme is being implemented in Reception and KS1 and Read, Write Inc in KS2.
D.	Early assessment and diagnosis of specific learning difficulties, including Speech and Language, for pupils entitled to PP are carried out and interventions put in place where necessary.	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. Speech and Language difficulties are identified on entry to school and a programme obtained from the Speech and Language therapist, delivered by school staff.
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 take on significant roles across the school. Pupils in receipt of PP are accessing the same opportunities as non-PP pupils.
F.	Improved attendance and attitude to learning for targeted pupils who are eligible for PP.	Pupils eligible for PP have improved attendance and there are strategies in place to motivate learners, including the introduction of a Breakfast Club.

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5. Planned expenditure					
Academic Year	2017-18				
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 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	July 2018
B. Increased progress and attainment in maths	Professional development for staff on Mastery in Maths through targeted training linked to Teaching School Alliance and SSIF Project.	Maths across the MLT is a priority and this two year project will develop staff knowledge at each stage (Foundation, KS1 and KS2).	The project will be co-ordinated by Maths lead across the MLT. All teaching staff to be included in the appropriate elements of the training. Assessments carried out as part of the training. The project to be delivered over two years.	Maths Lead	July 2018
Total budgeted cost					£7000

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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>
B. Increased progress and attainment in maths	Maths interventions in place in each KS to support pupils who are falling behind	Due to the Mastery approach, some pupils are falling behind and need additional intervention to ensure that they 'catch up'.	Through pupil progress meetings early identification of pupils who are falling behind are identified. Intervention timetable is devised to ensure that time is given for support. Impact will be evaluated through baseline and end of intervention testing.	Maths Lead	July 2018
C. Increased Spelling standards across the school	Introduce Spelling (KS2) interventions.	Read, Write Inc is a proven successful programme. Some pupils are a year behind so need extra sessions to help 'catch up'.	Early identification of need through diagnostic testing and teacher assessment. Evidence of impact gathered through testing at the start and end of the intervention.	English Lead	July 2018
D. Improved diagnosis of specific learning difficulties of pupils entitled to PP (including Speech and Language)	SENCo given time to carry out diagnostic testing that informs effective intervention and Speech and Language TA given time to support pupils	Some pupils who are entitled to PP may have undiagnosed additional needs that are preventing them from making sufficient progress.	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. Liaison between Speech and Language therapist and TA to ensure effective programmes are in place and progress monitored.	SENCo	July 2018
D. Improved speech and	Additional Teaching	The number of pupils starting school with	Sufficient time for SENCo, S&L Therapist and S&L Teaching Assistant to meet.	SENCo	July 2018

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language skills (including building vocabulary)	Assistant intervention to work on the targeted programmes from SALT.	low speech and language skills is increasing. The school's S&L TA has been given extra time to work on programmes set by S&L therapist.	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 individual pupils.		
Total budgeted cost					£6500
iii. 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.	Whole school to be aware of pupils eligible for PP and ensure that they have access to significant roles across the school.	We want to invest some of the PP in longer, whole school change that will have an impact on pupils' mindset.	Termly Pupil Progress meetings to highlight roles and responsibilities for pupils. Support and training for pupils with additional roles.	HT	Termly
E. Increased self-esteem and aspiration for pupils entitled to PP	Bursaries are available for pupils entitled to PP to assist with residential trips, Breakfast Club, school clubs and school uniform.	Pupils can be at a disadvantage if they are unable to take part in additional opportunities due to financial restraints. Past evidence has shown that this action has had a positive	Information is available to parents. Records are kept up to dated.	HT	Termly

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		impact on pupil self-esteem and aspiration.			
F. Improved attendance and attitude to learning	Introduction of Breakfast Club	Evidence shows that for some pupils attending a Breakfast Club supports their attitude to learning and increases their attendance levels	Liaison with parents/carers to promote the Breakfast Club. Bursaries are available to fund the club for pupils in receipt of PP. Daily register kept to ensure that it is being accessed and is a support to pupils with PP.	HT	Termly
Total budgeted cost					£1300

6. Review of expenditure				
Previous Academic Year	2016-17			
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>
Improved wellbeing amongst pupils - social and emotional needs met	Staff training on the 'Thrive Approach'.	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.	The lead practitioner has been successfully trained and is ready to roll-out the approach across the school. Work carried out by the lead practitioner has had a positive impact on both pupils eligible for PP and those who are not. This is seen by increased self-regulating and calming	£1600 training £300 software £2000 implementation

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			strategies being used and one pupil achieving Greater Depth in Reading at the end of KS2. This will continue into the second year.	
Increased GPS standards across the school	Introduce the 'Writer's Toolkit' – a multi-sensory approach to punctuation and grammar.	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.	Pupils in Year 6 entitled to PP met the expected standard in GPS. Pupils who are only PP are making as much progress in GPS as other pupils. Those who are also SEND are making less progress. Spelling is the strand that is identified for further development. We will continue to use the Writer's Toolkit.	£100 resources
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>
Increased progress and attainment in maths	Staff trained on the new Maths intervention 'Maths Counts'	Pupils eligible for PP are making as much progress in Maths as other pupils. This will be measured through teacher assessments and formal assessments.	Staff trained and new intervention carried out. Tracking shows that some pupils made accelerated progress whereas others made no progress. The intervention was costly both in terms of hours and TA support and will	£700 training £200 resources £1000 implementation

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			not be continued.	
Improved diagnosis of specific learning difficulties of pupils entitled to PP	SENCo trained to carry out diagnostic testing that informs effective intervention	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.	Early assessment has identified need. This resulted in appropriate support put in place for PP pupil in Year 6 who went on to achieve the expected standard in English. Early identification is an effective strategy and will need to continue, along with regular liaison with the Educational Psychologist.	£550 resources £3400 implementation
Improved speech and language skills	Additional Teaching Assistant intervention to work on the targeted programmes from SALT.	Pupils eligible for PP are making improvements with Speech and Language as evidenced by the Speech and Language therapist.	This intervention resulted in positive impact for the pupils eligible for PP and for those who do not receive PP. Because of early intervention three pupils were able to catch up with their peers.	£3000
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>
E. Increased motivation and aspiration amongst the pupils.	Introduce the 'Primary Edge' across the school.	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	Parent/carers of pupils in receipt of PP intended all parent consultations and some had extra meetings. 'The Edge' was implemented successfully, but it was	£50 resources

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		are accessing the same opportunities as non-PP pupils.	decided not to introduce the passports. Both pupils in Year 6 represented the school on the football team and one was also in the cross-country team.	
E. Maintain aspiration for high ability pupils in all subject areas.	Pupils to attend the 'Able and Talented' workshops at Colfox Academy.		This initiative did not take place.	£0
E. Increased self-esteem and aspiration for pupils entitled to PP	Bursaries are available for pupils entitled to PP to assist with residential trips, school clubs and school uniform.		All pupils in receipt of PP attended the residential trips due to the availability of the bursaries. Access to after- school clubs increased for pupils with PP.	£390

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, the Language and Communication Research Project and the MLT Maths Lead to co-ordinate CPD across the schools.

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