

Pupil Premium Strategy Statement for Burton Bradstock Primary School – 2018/19

1. Summary Information					
School	Burton Bradstock CE Primary School (part of the Minerva Learning Trust)				
Academic Year	2018-19	Total PP budget	£13,200	Date of most recent PP Review	Nov 2018
Total number of pupils	81	Number of pupils eligible for PP	11	Date for next internal review of this strategy	March 2019

2. Current Attainment (July 2018)		
	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school)
<p>There were 10 pupils in the school who were entitled to PP. Of the 10, four pupils took part in the end of KS2 SATs. Three of these pupils were also SEND (two with EHCPs):</p> <p><u>Reading</u> One pupil achieved the higher standard and one was at the expected standard. Progress score 3.95. All pupils had a positive progress score.</p> <p><u>Writing</u> One pupil achieved the expected standard. Progress score 0.28. Two pupils had positive progress scores.</p> <p><u>Maths</u> Two pupils achieved the expected standard. Progress score -0.61. Two pupils had positive progress scores.</p> <p><u>Grammar, Punctuation and Spelling</u> One pupil achieved the higher standard. One pupil did not sit the test.</p> <p>In other Year Groups (Year 3-5), all five pupils are making progress in relation to their starting points. Three pupils are working at the expected standard. Two pupils are not at the expected standard, one of which also has SEND.</p>	8.3%	91.7%

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<p>There were no pupils in KS1 who were entitled to PP.</p> <p>There was one pupil in EYFS who was entitled to PP. This pupil also had SEND. This pupil was working at the expected standard in Reading and Writing and at the higher level in Maths and is making progress that is in line with the starting point.</p>		
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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.	Language and richness of vocabulary of pupils in receipt of PP is low (word gap). This is impacting on their learning and on their full participation in the school.
B.	Some pupils who are eligible for PP are making less progress in English Writing than other pupils of similar starting points.
C.	Fine motor skills are poor for some pupils eligible for PP. As a result, pupils are not always able to communicate effectively through the written form.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Low parental engagement and support leads to low self-esteem and aspiration amongst some pupils who are entitled to PP.

4. Desired outcomes (desired outcomes and how they will be measured)		Success Criteria
A.	Improved participation in class lessons and increased use of rich language and vocabulary.	Pupils have improved vocabulary through quality first teaching strategies. Pupils with language as a barrier are identified early and supported to improve confidence and use of language through intervention (Talk Boost).
A.	Speech and Language difficulties are identified earlier and referrals to SALT carried out. Interventions put in place where necessary.	Speech and Language difficulties are identified early (on entry to school or through Talk Boost intervention) and a programme obtained from the Speech and Language therapist, delivered by school staff.

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B.	Higher rates of progress in English Writing for pupils eligible for PP.	Pupils eligible for PP are making progress in Writing in line with other pupils with similar starting points. This will be measured through teacher assessments and moderation.
C.	Higher rates of progress in Handwriting and the development of fine motor skills for pupils eligible for PP.	Pupils eligible for PP have improved handwriting.
D.	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.

5. Planned expenditure

Academic Year	2018-19				
The three headings below enable 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 language and vocabulary amongst pupils across the school	To research strategies/approaches to support the development of language and vocabulary	QLA has shown that pupils are not achieving in some areas of learning as they are hindered by their limited language and vocabulary.	Vocabulary is given high priority by all staff and in all subjects. Staff will carry out research projects (in-house and through the MLT) and report back findings and impact. This will inform future practice to ensure quality first teaching.	HT	Ongoing
B. Increased progress and attainment in English Writing	Introduction of a new curriculum (Cornerstones)	Monitoring has shown that pupils' writing is not language rich and that the	This is a whole school project where the staff will be trained on the new 'Cornerstones' curriculum. The approach will include using first-hand experiences to develop pupils'	HT	Ongoing

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		opportunities for pupils to produce purposeful writing across the curriculum were limited.	knowledge and link with rich vocabulary. Writing will be moderated regularly to ensure that progress is being made. Learning walks will be carried out and impact evaluated termly.		
Total budgeted cost					£6000
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 handwriting/fine motor skills	Introduce Toederescu intervention	Some pupils are not able to show their learning effectively due to their limited fine motor skills. This is having a negative impact on their attainment.	Early identification of need identified. Rigorous intervention applied and impact to be measured at the end of the intervention.	SENCo	Termly
A. Pupils have increased vocabulary and language skills	Introduction of Talk Boost interventions to identified pupils across the school.	Some pupils who are entitled to PP (as well as some pupils who are not entitled to PP funding) have delayed language and less rich language than their peers. As a result, they are not able to access some of the	Staff will be trained to identify pupils who have delayed language and vocabulary development. Baseline assessments will be carried out before the Talk Boost intervention (a targeted and evidence based intervention). Impact will be measured at the end of the intervention.	HT	July 2019

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		curriculum and progress and attainment in learning is lower.			
A. Improved speech and language skills (including building vocabulary)	Additional Teaching Assistant intervention to work on the targeted programmes from SALT.	A number of pupils in the school have speech and language needs. The school's S&L TA has been given extra time to work on programmes set by S&L therapist.	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 individual pupils.	SENCo	July 2019
Total budgeted cost					£6200
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>
D. 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 in 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
D. Increased self-esteem and aspiration for pupils entitled to PP	Bursaries are available for pupils entitled to PP to assist with residential trips,	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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	Breakfast Club, 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.			
D. Improved attitude to learning	Continue with Breakfast Club	Evidence shows that for some pupils attending a Breakfast Club supports their attitude to learning.	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					£1000

6. Review of expenditure				
Previous Academic Year	2017-18			
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>
A. Improved wellbeing amongst pupils -	Staff training on the 'Thrive Approach'.	Work carried out by the lead practitioner and support staff has had a positive impact on	This programme has been particularly valuable for the	£5000 on training,

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social and emotional needs met		identified pupils. This is seen by increased self-regulating and calming strategies being used and one pupil being able to access and take part in the KS2 SATs tests.	PP children who also present with a range of needs. The 'Thrive' approach has been adopted as an ethos in promoting wellbeing amongst all children. This approach was effective with the cohort in 2017-18 but it is felt that it will not be continued in 2018-19 as the needs of the cohort have changed.	resources and implementation
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.	Impact on both pupils eligible for PP and those who are not through increased progress score from 2017 for KS2.	The increased progress scores for 2018 highlight the effectiveness of this two-year programme. The programme will continue into the second year with a focus on planning and pre-teach intervention.	£2000
C. 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>
B. Increased progress and attainment in maths	Maths interventions in place in each KS to support pupils who are falling behind	Success@Arithmetic in Year 6 and Fluency Development in Year 4 demonstrated that both intervention strategies were effective in supporting pupils who had fallen behind in their	The progress made by pupils accessing both maths interventions highlight that the programmes were effective in supporting pupils. Both interventions will be	£700 on implementation

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		<p>maths (PP children and non-PP children). The Year 6 PP child who accessed the intervention made the most progress of the group (1yr 5m progress in 3 months) and the PP child in Year 4 moved from emerging to the expected standard by the end of the year.</p>	<p>continued into the next academic year, targeting identified pupils.</p>	
<p>C. Increased Spelling standards across the school</p>	<p>Introduce Spelling (KS2) interventions.</p>	<p>Spelling standards across the school are improving due to the introduction of the Read, Write Inc programme and quality first teaching. The intervention supported the pupils who were falling behind but there is still a gap.</p>	<p>There is a need for this approach to be continued, although the school will need to have a more robust system for assessing baseline and end performance to monitor the impact more effectively.</p>	<p>£700 on implementation</p>
<p>D. Improved diagnosis of specific learning difficulties of pupils entitled to PP (including Speech and Language)</p>	<p>SENCo given time to carry out diagnostic testing that informs effective intervention and Speech and Language TA given time to support pupils</p>	<p>During the course of the year the SENCo carried out a number of diagnostic tests and liaised with the parents and class teachers/TAs. Although no pupils were identified with dyslexia, it did highlight the areas of particular need and informed future support packages within the school.</p>	<p>This will continue when there is a need.</p>	<p>£2500 on diagnosing and implementation</p>
<p>D. Improved speech and language skills (including building vocabulary)</p>	<p>Additional Teaching Assistant intervention to</p>	<p>The school's S&L TA worked closely with SALT and delivered</p>	<p>Pupils with S&L programmes are effectively supported through dedicated</p>	<p>£2600</p>

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	work on the targeted programmes from SALT.	effective programmes to individual pupils.	programmes. This has led to improved confidence amongst the pupils and will continue to be used with pupils who need the support.	
D. 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.	Whole school to be aware of pupils eligible for PP and ensure that they have access to significant roles across the school.	Through the year PP children were given opportunities to develop their expertise in different areas. The impact of which has meant increased confidence and self-esteem. One pupil was chosen to play the lead during the Christmas Performance and then went on to participate in the MLT choir events. Two of our Year 6 pupils took part in the Art Project at Colfox Academy. Two pupils were Sports Ambassadors for the school.	Motivating and aspiring our PP children is fundamental. The impact of the opportunities offered has been hugely positive on improving the confidence of pupils. This is an approach that the school will continue to promote.	£300
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,	All pupils across the school accessed the school trips and residential trips. This was only possible for some pupils through the bursary scheme that was	This is a vitally important use of the PP funding. The outcome for the PP children involved is that they are able to participate fully in trips and	£500

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	school clubs and school uniform.	funded by PP funding. Half of the PP children were supported financially to attend at least one after school club during the year. PP children also received new school uniform at the start of the year.	clubs that are of interest to them and that they are an equal member of the school community.	
F. Improved attendance and attitude to learning	Introduction of Breakfast Club	Participation in Breakfast Club has grown over the year and has been attended by half of the pupils who were eligible for PP funding. The Breakfast Club was particularly supportive in integrating one pupil back into school on a full-time basis.	Breakfast Club is supportive of both PP and non-PP children. It supports the pupils to develop skills such as co-operation and encourages friendships, as well as providing a healthy start to the school day. Breakfast Club will continue to be delivered on a daily basis.	£500

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, a variety of Research Projects, Year 6 Art 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.