



Pupil premium strategy statement

1. Summary information					
School	Burlington CE Primary and Nursery School				
Academic Year	2017/18	Total PP budget	£10,400	Date of most recent PP Review	n/a
Total number of pupils	71	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Feb 2018

2. 2016-17 Outcomes		
In the academic year 2016-17 the school had 6 pupils eligible for PPG funding.	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (national average)</i>
KS2 % achieving in reading, writing and maths	0% (1)	60.8%
KS1 % achieving in reading, writing and maths	n/a	63.7%
Phonics Screening Test	100% (1)	81%
Early Years Good Level of Development	n/a	70.7%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Learning behaviours - meta-cognition/resilience, concentration and focus skills, under developed attitudes to learning
B.	In-school strategies and initiatives not being followed up at home i.e. promotion of basic skills - reading, spelling & maths (tables etc...).
C.	The schools work needs to be more robustly focussed on disadvantaged children of all prior attainments - consequently children who are not identified as SEND do not always make as much progress as 'other' pupils in all Key Stages.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance of a minority of pupil premium pupils including lateness.
E.	Lower the emotional stress and anxiety of pupil premium pupils

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improvement of learning behaviours - meta-cognition/resilience, concentration and focus skills, under developed attitudes to learning	Pupils engage positively in lessons and wider school life. Pupils show a positive attitude to learning in conferencing and mentoring sessions.
B.	In-school strategies and initiatives to be followed up at home i.e. promotion of basic skills - reading, spelling & maths (tables etc...) throughout school	<p>Reading Diaries evidence increased levels of engagement with parents. Parents question staff with regards work at home. Spellings and maths tasks are completed regularly. Homework is completed consistently to an increasingly high standard.</p> <p>Children are being heard read at home at least three times a week and, where this is not happening, this is being compensated for in school. Assessments of basic skills (i.e. tables at the appropriate level, fluency in reading/phonics and year group's statutory word lists) indicate improved levels of attainment.</p>

		Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the triad cluster and amongst moderation within the Furness Primary Cluster of Schools.
C.	The school's work needs to be more robustly focussed on disadvantaged children of all prior attainments - consequently children who are not identified as SEND do not always make as much progress as 'other' pupils in all Key Stages.	From their different points (i.e. FSP, KS1), PPG children, who are not identified as SEND, make as much progress as all children nationally.
D.	Attendance of a minority of pupil premium pupils including lateness to be at least comparable to 'other' pupils	Overall attendance of disadvantaged children has improved to be in line with the attendance of all children include lateness to school. Overall PP attendance of 96% in line with 'other' pupils.
E.	Ensure that the whole child's needs are met (socio-economic, EHCP and English and maths)	PP pupils are happy and successful and enjoying school. Progress is in line with their peers. Teams within the school work collaboratively to support each child. Children who may fall behind are identified quickly. Provision mapping for disadvantaged pupils show take up on enrichment opportunities to be as their peers and that finance is not a deciding factor

5. Planned expenditure					
Academic year	2017 - 2018				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improvement of learning behaviours - meta-cognition/resilience, concentration and focus skills, under developed attitudes to learning	Identification of strengths and areas for development. Pupils identified as needing intervention or mentoring are timetabled for intervention	The Australian Society for Evidence Based Teaching - Hattie & His High Impact Strategies for Teaching discussed the evidence behind increasing meta cognition and in turn increasing attitudes to learning. http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/ https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/	Half termly tracking of pupils show progress in line with peers. Classroom observations and peer mentoring records	All teaching staff	April 2017
The school's work needs to be more robustly focussed on disadvantaged	Review and update marking and feedback policy.	Long term change which will benefit all pupils throughout the school. Many different evidence sources, e.g. EEF Toolkit suggest	INSET sessions and staff meeting time to ensure that books highlight consistent use of policy.	Head SLT incl English	February 2018

children of all prior attainments - consequently children who are not identified as SEND do not always make as much progress as 'other' pupils in all Key Stages.	Staff training on high quality feedback. Staff training on spelling and grammar.	high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. The Sutton Trust states that <i>'the most effective teachers have deep knowledge of the subjects they teach'</i> . https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/	Impact on standards is regularly monitored and pupils tracked and followed. Course selected using evidence of effectiveness. Peer observation of attendees' classes after the course, to embed learning shows deep understanding of the teaching of spelling and grammar.	Subject Lead	
Improvement of learning behaviours - meta-cognition/resilience, concentration and focus skills, under developed attitudes to learning	Employ Barrow raider's Community Leaders (Rugby players) to deliver reading sessions	Quality time spent 1:1 with children on reading skills. Also provides a good role model for all children	Monitoring of records kept by the teachers		
The school's work needs to be more robustly focussed on disadvantaged children of all prior attainments - consequently					£2000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Ensure that the whole child's needs are met (socio-economic, EHCP and English and maths)	Engage with Behaviour and Emotional Wellbeing Officer	NICE Guidance Social and emotional wellbeing in primary education - 'Children's social and emotional wellbeing is important in its own right but also because it affects their physical health (both as a child and as an adult) and can determine how well they do at school'	BEWO is showing impact on emotional wellbeing and pupil / parental feedback is ongoing.	SENCo	April 2018
Ensure that the whole child's needs are met (socio-economic, EHCP and English and maths)	Students monitored regularly Pupils assigned a key person within school to act as key worker in school	There are many students within school both PP and non PP that have had trauma or upset in their lives and therefore a key worker allows children to speak to a specific member of staff and build a relationship with them.	Pupils and parents engage with the school. Records of meetings are kept. Tracking shows PP pupils making similar progress to their peers	SENCo	March 2018
The school's work needs to be more robustly focussed on disadvantaged children of all prior attainments - consequently children who are not identified as SEND do not always make as much progress as	Small group intervention to support English teaching	EEF Toolkit https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/	Imetable organised to ensure staff delivering also have enough planning time to deliver effective intervention. Progress and attainment tracked and monitored regularly.	HT	March 2018

'other' pupils in all Key Stages.					
Total budgeted cost					£5000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance of a minority of pupil premium pupils including lateness to be at least comparable to 'other' pupils	Attendance is quickly flagged as a concern. School Business Manager to follow up on absences. First Day response. Meet with parents and pupils to discuss lateness and absence	Can't improve attainment or increase progress if children are late to school or are indeed not in school. NFER briefing for school leaders identifies addressing attendance as a key step.	Monitoring of absence by the Governing Body	SBM and HT	Half termly checks
In-school strategies and initiatives to be followed up at home i.e. promotion of basic skills - reading, spelling & maths (tables etc...) throughout school	Teachers share with parents expectations for home learning. This is also communicated via the website and through the school newsletter. Teachers to monitor homework and the input from parents at home.	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/homework-primary/ research has shown that homework at primary has little impact on academic progress however we feel that engaging pupils with their parents has many more benefits that include emotional wellbeing.	Engaging support and feedback from parents, monitoring reading diaries to ensure home engagement.	Teaching staff	Half termly checks

Ensure that the whole child's needs are met (socio-economic, EHCP and English and maths)	Providing help with purchasing uniforms for those in receipt of FSM	Ensuring that children feel a sense of belonging	Adherence to wearing school uniform does not necessarily relate to disadvantage.	HT Teaching staff SBM	Ongoing throughout the school year
Ensure that the whole child's needs are met (socio-economic, EHCP and English and maths)	Residentials and other trips are subsidised by school for those pupils in receipt of FSM	Trips are a fundamental part of the school's curriculum. Knowledge gained from experiencing trips and residentials is important to children's learning.	Communication between home and school is transparent with families receiving correct information. New parents are informed.	HT Teaching staff SBM	Ongoing throughout the school year
Total budgeted cost					£3000

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.aschool.sch.uk

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