

Pupil Premium Strategy



School Improvement Plan Priority 1 To improve progress of disadvantaged pupils. Ongoing monitoring and evaluation of impact is detailed on the Pupil Premium Action Plan 2016/17.

1. Summary information					
School	Burlish Park Primary School. Stourport DY13 8LA				
Academic Year	2016/17	Total PP budget	£120,948.40	Date of most recent PP Review	June16
Total number of pupils	462	Number of pupils eligible for PP	99 (22%)	Date for next internal review of this strategy <small>Previous internal review – May 2017</small>	July 2017

2. Current attainment		
Year 6 2015/16 cohort = 12 children 1 child = 8.3%	<i>Pupils eligible for PPG Burlish Park Primary</i>	<i>Pupils not eligible for PPG National Average</i>
	<i>EO KS2</i>	
% achieving at least the expected standard in R, W and M	17%	60%
% achieving scaled score of 100+ in Reading	42%	72%
% achieving scaled score of 100+ in Writing	25%	79%
% achieving scaled score of 100+ in Maths	50%	76%
Year 2 2015/16 cohort = 20 children 1 child = 5%		
% achieving at least the expected standard in Reading	72%	78%
% achieving at least the expected standard in Writing	50%	70%
% achieving at least the expected standard in Maths	67%	77%
Year 1 Phonics 2015/16 cohort 9 children. 1 child = approximately 11%		
% achieving the expected standard	78%	70%



Year 2 Phonics 2015/16 cohort 5 children . 1 child = 20%			
% achieving the expected standard		100%	64%
EYFS 2015/16 cohort 9 children . 1 child = approximately 11%			
% achieving a good level of development		22%	76%
3. Barriers to future attainment (for pupils eligible for the PPG)			
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)			
A.	Attainment and progress in Writing for the pupils eligible for the Pupil Premium Grant (PPG)		
B.	Speech and Language for the pupils eligible for the PPG.		
C.	Social and emotional needs of the pupils eligible for the PPG.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
D.	Attendance of pupils eligible for the PPG. (Attendance for 2015/16 (95.23%) has improved since 2014/15 (94.67%))		
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria	
A.	Accelerated progress for pupils eligible for PPG in Writing resulting in increased % of pupils eligible for the PPG achieving scaled score of 100+.	Pupils eligible for the PPG make accelerated progress by the end of the year in order to enable them to meet or exceed ARE in Writing.	
B.	Improvement in Speech and Language for pupils eligible for PP.	Pupils eligible for the PPG make accelerated progress by the end of the year in order to enable them to meet or exceed ARE in Reading and Writing.	
C.	The social and emotional needs for pupils eligible for the PPG are identified/assessed and provision in place to meet these needs.	Pupils eligible for the PPG have the most suitable provision/intervention/support/staffing to enable them to make progress and develop their specific social and emotional needs to ensure readiness for learning.	



D.	Increased attendance rates for pupils eligible for the PPG.	Continue to improve the attendance of the pupils eligible for the PPG and reduce the number of persistent absentees among these pupils to below 10%.
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5. Planned expenditure					
Academic year					
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?
Accelerated progress for pupils eligible for PPG in Writing.	<p>Staff training on Developing Narrative September TED.</p> <p>Staff training on Planning to address children's specific needs.</p> <p>October TED.</p> <p>Staff training on Reading into Writing November Training.</p> <p>Follow up Teaching and Learning Sessions for collaborative planning.</p> <p>Phase Leader Monitoring Schedule Planned.</p> <p>Development of Working Walls (WAGOLLS) and Book Monitoring.</p>	<p>To invest in an area of priority that should have impact on all pupils.</p> <p>Seeking expert advice on the current assessment frameworks and strategies for developing Writing.</p> <p>Pupil Premium Review feedback.</p>	<p>Use TED days and Teaching and Learning sessions to deliver training and invite specialists in for staff development.</p> <p>Learning Walks and Live Trawls with the focus of the Writing and PPG/all pupils to ensure embedding of strategies/planning etc.</p> <p>Follow up Teaching and Learning Meetings after the TEDs.</p> <p>Phase Leader Monitoring Schedule.</p> <p>Pupil Progress Meetings.</p>	<p>SLT</p> <p>RS</p> <p>DHu</p>	<p>January 17</p> <p>April 17</p> <p>July 17</p>



Improvement in Speech and Language for pupils eligible for PP.	<p>Staff Training – Developing Narrative September TED ½ a day a week SALT sessions including staff training, resources and support.</p>	<p>EEF research based on Communication and language approaches – which discusses the importance of spoken language and verbal interaction. ‘Benefits their spoken language skills, their expressive vocabulary and their early reading skills.’ To invest in the early development of Speech and Language to have impact on all pupils.</p>	<p>Use TED days to deliver training and invite specialists in for staff development. Learning Walks and Live Trawls with the focus of the Writing and PPG/all pupils to ensure embedding of strategies/planning etc. Follow up Teaching and Learning Meetings after the TEDs. Pupil Progress Meetings.</p>	<p>SLT DHu CM</p>	<p>January 17 April 17 July 17</p> <p>Total budgeted cost £17,602</p>
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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?
Accelerated progress for pupils eligible for PPG in Writing.	<p>Smaller class sizes – deployment of experienced teachers. Same teachers carrying out precision teaching with pupils eligible for the PPG in 1:1, 1:2 and small group work. Parent Partnership Meetings.</p>	<p>Small class sizes provide the opportunity for a ‘range of approaches a teacher can employ and the amount of attention each student will achieve increases.’ EEF Increasing the amount of high quality feedback or 1:1 attention for learners. Class sizes of less than 20 and less than 15 being created as advised by the EEF. ‘Small group intervention with highly qualified staff have been shown to be effective.’ EEF</p>	<p>Performance Management Targets Learning Walks Live Trawls Planned PPA Time with Year group teachers. Pupil Progress Meetings.</p>	<p>SLT RS</p>	<p>January 17 April 17 July 17</p>



<p>Improvement in Speech and Language for pupils eligible for PP.</p>	<p>Spring Term – Sound Training To boost vocabulary development and literacy skills. To open up access to the curriculum. To boost reading ages</p> <p>To provide small group music tuition for pupils in Year 3 and Year 5 with a Music TA</p> <p>Narrative Pack Interventions training, support and resources. Early Years Speech and Language trained Teaching Assistant to carry out interventions and assessments. ½ a day a week SALT sessions including staff training, resources and support. Parent Partnership</p>	<p>The Sound training develops strategies needed to achieve higher results and maximise potential. Led by qualified, experienced teachers. The training had previously shown impact on students' overall attainment in SATs and had positive effects on student confidence.</p> <p>Research into music having an impact on progress in writing Establishing a sense of rhythm can be used to increase a student's awareness of rhyming patterns and alliteration in other areas of reading and writing. Through music, memory skills can be improved, and aural discrimination increased (Chong & Gan 1997). Music can focus the mind on the sounds being perceived and promote learning through an interactive process. It is important in teaching early childhood students to be conscious of auditory and discrimination skills. Music and songs help increase these listening skills in a fun, relaxed manner. Listening skills are key in singing, language and expressive movement, and later reading and writing (Wolf, 1992).</p> <p>EEF highlights, 'The importance of training and teacher development and supporting teachers with the implementation of different approaches.' It also says that it is important to use a, 'Range of different language approaches ... it is unlikely that one alone is enough to secure progress.'</p>	<p>Head of UKS2 leading the organisation and monitoring. Pre-test and post-test. Environment and timetable created to ensure smooth running of the training for the pupils and maximising the time for the training. Monitoring of attendance of the pupils involved. Training explained to parents. Weekly feedback and a final report from the tutor monitored by Head of UKS2 as well as SLT.</p> <p>Monitoring of progress by our Specialist Music Teacher</p> <p>Use TED days to deliver training and invite specialists in for staff development. Learning Walks and Live Trawls with the focus of the Writing and PPG/all pupils to ensure embedding of strategies/planning etc. Follow up Teaching and Learning Meetings after the TEDs. Pupil Progress Meetings</p>	<p>RJ SLT</p> <p>SLT DHu CM</p>	<p>Total budgeted cost £86,936.35</p>
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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?
The social and emotional needs for pupils eligible for the PPG are identified/assessed and provision in place to meet these needs.	<p>Thrive training for our Thrive practitioners around working with Looked after Children.</p> <p>Thrive assessments and interventions by our Thrive practitioners.</p> <p>Readiness for learning/Key Opportunities Parent Partnership Meetings.</p> <p>Provide nurture through a 'Change for Life' breakfast club where the pupils get a free breakfast, have the opportunity to get active in the morning with a PE TA</p> <p>To provide small group music tuition for pupils in Year 3 and Year 5 with a Music TA</p>	<p>Implementing the Thrive Approach supports children, staff and senior leadership teams in a number of ways in relation to the Pupil Premium:</p> <ul style="list-style-type: none"> •It is an effective early intervention tool that evidences incremental progress made by children, helping them to overcome barriers to learning. •It offers a structured training programme for staff which directly increases the effectiveness of intervention. Evidence in the EEF/Sutton Trust document shows that, for example, the positive impact of the deployment of Teaching Assistants is greatly increased when a structured approach is implemented. •The Thrive assessment and progress review tool provides direct and clear evidence of the child's progress and of the impact of the spending in relation to Thrive training and the cost of the software licence. The outcomes of the Thrive case reviews can also be mapped against key school data to enhance the evidence base. <p>(https://www.thriveapproach.co.uk/courses/funding/)</p> <p>Research has shown that during an electroencephalogram (EEG), music can change brain waves and make the brain more receptive to learning. Music connects the functions of the right and left hemispheres of the brain so that they work together and make learning quick and easy. Brain function is increased when listening to music and studies have shown that music promotes more complex thinking. It can make connections between emotions, thinking and learning (Davies, 2000).</p>	<p>Ensure Professional Development is up to date and in line with the needs of our children.</p> <p>Ensure the space and resources are of a high quality to raise the pupils' self-esteem.</p> <p>Ensure sufficient time is allocated for effectively delivering Thrive.</p> <p>Ensure assessments are carried out.</p> <p>Ensure all teachers and teaching assistants are aware of the intervention and the pupils/practitioners involved to raise the profile of the intervention and the self-esteem of the pupils involved.</p> <p>ECM Meetings.</p> <p>Pupil Progress Meetings.</p> <p>Monitoring of progress by our Specialist Music Teacher</p>	KJ SLT Thrive practitioners	Throughout the year.



<p>Increased attendance rates for pupils eligible for the PPG.</p>	<p>Pupil Premium Teaching Assistant working closely with the school office staff in monitoring of attendance for the pupils eligible for the PPG.</p> <p>To continue to work closely with parents and the EWO to ensure attendance is improved for our disadvantaged pupils.</p> <p><i>This area of focus is to continue due to the improvement in attendance during the previous academic year as a result of this system being in place and the need for some individuals to continue to improve their attendance.</i></p> <p>Parent Partnership Meetings.</p> <p>Readiness for learning/ Key Opportunities</p> <p>Provide nurture through a 'Change for Life' breakfast club where the pupils get a free breakfast, have the opportunity to get active in the morning with a PE TA</p>	<p>'Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015). The research, based on extensive pupil absence figures and both GCSE and primary school test results, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school, and ultimately leave with the qualifications needed to succeed in modern Britain.'</p> <p>(https://www.gov.uk/government/news/short-breaks-damage-young-peoples-futures)</p>	<p>Regular conversations formally and informally with the Pupil Premium Teaching Assistant.</p> <p>Termly attendance reports.</p> <p>Monitoring of attendance using tracking system.</p> <p>Conversations with teachers and teaching assistants about individuals.</p>	<p>SLT Pupil Premium Teaching Assistant.</p>	<p>Regular and ongoing. Termly accountability.</p> <p>Total budgeted cost £26,913.05</p>
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