



Pupil Premium Strategy Statement 2016 -2017

1. Summary Information					
School	Burton Green C of E Primary School				
Academic Year	2016 - 2017	Total PP budget	£ 11,140	Date of this plan	Sept 2016
Total number on roll	105	Number of children eligible for PP	7	Date of next pupil premium review	Jan 17

2. Current Attainment (based on Summer 2016 data)							
3.							
	% making expected progress in reading	% making expected progress in writing	% making expected progress in maths	% at ARE in reading	% at ARE in writing	% at ARE in maths	% at ARE in reading, writing and maths
All Years	72%	100%	86%	43%	43%	57%	28%

4. Barriers to future attainment (for pupils eligible for pupil premium, including high ability)	
In-school barriers	
A	Personal, Social and Emotional development, Communication and Language skills, Literacy and Numeracy lower on entry to EYFS. Impact on attainment at the end of the key stage.
B	Middle ability children have attention and sensory difficulties that impact on the progress they make.
C	Vulnerable children struggle to recognise or articulate their emotions and do not have strategies to work independently or deal with conflict.
D.	Significant number of children are working below year group expectations in reading, writing, or mathematics.
External barriers	
E.	A significant number of children eligible for PP complete their home learning tasks less frequently than their peers and this impacts on their learning of basic skills in numeracy and the progress they make in reading.

5. Desired Outcomes		
	Desired outcomes and how they will measured	Success Criteria
A.	Improve the Communication and Language skills for pupils eligible for PP in Early Years	Pupils eligible for PP in Early Years make more than expected progress in Communication and Language
B.	Enable vulnerable children to recognise and manage emotions that image upon learning behaviours and relationships.	Pupils eligible for PP know the triggers for emotional behaviours and develop strategies to manage these.
C.	Enable children with attention and sensory needs to manage these needs.	Pupils eligible for PP who have attention or sensory needs are provided with the appropriate equipment and support that enable them to develop higher levels of concentration and focus. As a result they sustain at least expected progress.
D.	Enable eligible children working below year group expectations in reading, writing or mathematics to make accelerated progress and narrow the gap with their peers	Pupils eligible for PP working below year group expectations sustain at least expected progress and some make accelerated progress to narrow the gap.

6. Planned expenditure					
Academic Year	2016/17				
1) Quality of teaching for all					
Objectives	Cost	Desired outcomes	Action	Staff lead	Review date
To provide and enable eligible pupils to receive targeted support to improve speaking and listening skills	£500	Eligible pupils benefit from support that increases their progress in Listening and attention, Understanding and Speaking. Eligible pupils make progress through the 40-60	Investigate teaching and learning materials that support the development of speaking and listening skills appropriate for Early Years and Year 1.	Early Years Coordinator	Jan 2017

		developmental band towards the Early Learning Goal			
Provide focussed CPD for Early Years staff to enable them to extend communication and language opportunities through play and adult led learning.	£400	All eligible pupils benefit from 1-1 and small group opportunities to improve progress in Listening and Attention, Understanding and Speaking.	CPD to enable TA to deliver identified intervention programme.	Head Teacher Early Years Coordinator	Jan 2017
Enable vulnerable children to recognise and manage emotions that impinge upon learning behaviours and relationships.	£1,500	Eligible pupils become more aware of triggers that impact on emotions and feeling and understand how they can begin to recognise and manage these feeling during classroom and playtime sessions.	Additional TA supports within the classroom, and at breaktimes. SENDCO works with pupils to enable them to develop self-management strategies	SENDCO	March 2017
Enable children with attention and sensory needs to manage these needs.	£1000	Eligible children use equipment and strategies that enable them to focus on given tasks for increasing amounts of time and to manage their distractions.	Sensory assessment of classroom areas. Provision of equipment matched to pupils sensory needs.	SENDCO	March 2017
Enable eligible children working below year group expectations in reading, writing or mathematics to make accelerated progress and narrow the gap with their peers	£1,000	Increase the % of eligible children making strong progress from their different starting points to enable them to reach age related expectations or better in each year group. End of year data shows a 'diminishing of the gap' between eligible pupils and other pupils in the school	Purchase targeted resources for improving writing, reading, writing and maths skills.	SENDCO Maths & English leads	March 2017
Ensure eligible pupils receive timely, appropriate and targeted support to support individual learning needs.	£2,000	All eligible pupils will benefit from first quality teaching and targeted interventions to ensure that they make at least expected progress from their individual starting points.	Provide senior teacher support to monitor, track & ensure interventions are targeted for vulnerable children.	Deputy Head	Termly
Provide early intervention to eligible children to enable children to maximise progress in reading, writing & maths.	£3740	The majority of eligible pupils make strong progress from their different starting points in reading, writing and maths	Provide Teaching Assistant in each class for targeted 1-1 and small group intervention.	Class Teachers	Termly
Enable all eligible pupils to access enrichment activities if they choose.	£1,000	All eligible children who would like to participate in after school activities, trips or tuition lessons are able to do so.	Subsidise trips, music, extra-curricular activities for targeted children.	SLT	June 2017
Total Spend	£11,140				

Review of expenditure 2016-17			
Quality of teaching for all			
Objective	Action	Impact	Lessons learned
To provide enable eligible pupils to receive targeted support to improve speaking and listening skills	Planned opportunities for speaking and listening increased in Early Years and Year 1.	At the end of EYFS the % of children achieving the expected standard in understanding and speaking	Intervention enabled EYFS team to identify more specific needs and to move to liaise with external agencies.

	Time to Talk has been used with target groups who needed to increase participation in speaking activities in order to develop their ideas. Easylearn activities for following instructions were also used.	increased to 93%, an increase of 13% in understanding and 6% in speaking. These results were both above the national and Warwickshire average. Listening and attention dropped to 80% linked to related SEND needs.	
Provide focussed CPD for Early Years staff to enable them to extend communication and language opportunities through play and adult led learning.	INSET Day training on observation and questioning skills for all Teaching Assistants. Targeted CPD on Time to Talk and Gateway Alliance Teaching Assistant CPD.	All Teaching Assistants in Early Years have continued to develop observation skills which enable them to identify individual needs early and to support communication and language activities through play and focused intervention.	Observations have improved and support EYFS judgements more effectively. Development needs to continue to be built upon particularly strategies to capture evidence.
Enable vulnerable children to recognise and manage emotions that impact upon learning behaviours and relationships.	Additional Teaching Assistant appointed to provide additional support at vulnerable times- breaktime and lunchtime. Staff observed children to identify triggers and worked with them to develop self-management strategies.	The ability of eligible children to manage emotions has increased dramatically and has had a positive impact on learning behaviours and progress. Eligible children made more than expected progress in reading, writing and mathematics and reached age related expectations in writing and maths.	The effectiveness of the strategy used needs to be applied to children not eligible for pupil premium.
Enable children with attention and sensory needs to manage these needs.	A sensory assessment has been made of individual sensory needs of eligible children and appropriate equipment to enable them to manage their distractions put in place.	Eligible children are now comfortable with the resources available and access them independently. Positive impact on focus, attention and the amount of learning completed in a given time.	The effectiveness of the strategy used needs to be applied to children not eligible for pupil premium.
Enable eligible children working below year group expectations in reading, writing or mathematics to make accelerated progress and narrow the gap with their peers	Intervention groups in place in all year groups. Rapid Maths, Writing and Phonics purchased. Numicon purchased and targeted staff have received CPD. Federation INSET on Use of Numicon.	Teaching Assistants are more confident leading intervention group using structured materials. Provision more consistent and progressive.	Use of Numicon has been successful in EYFS and Year 1 and with children who find Mathematics more difficult across the school. Now needs to become embedded.
Provide early intervention to eligible children to enable children to maximise progress in reading, writing & maths.	TA's strategically timetabled. Individuals identified through termly progress meetings.	All staff can identify eligible PP pupils. Books evidence that there is consistency for the majority of eligible children. All children making at least expected progress in reading from their starting point All children making at least expected progress in writing from their starting point All children making at least expected progress in mathematics with from their starting point with 14% making more than expected progress.	Although interventions are tighter and bespoke some children were missing quality first teaching due to being withdrawn for too many interventions particularly during the afternoons.

<p>Enable all eligible pupils to access enrichment activities if they choose.</p>	<p>A range of trips were subsidised for all children thus making them more affordable for all. All eligible children accessed all non-residential trips. More expensive residential were subsidised for target, eligible children. Eligible children accessed subsidised lessons through Warwickshire Music.</p>	<p>All eligible children accessed enrichment opportunities.</p>	<p>Where children access enrichment opportunities such as music lessons the school needs to ensure that they are using this opportunity effectively.</p>
---	--	---	--