

Burford Primary School - Pupil Premium Strategy Statement 2019-2020

The Pupil Premium Grant is additional Government funding given to schools in England, including academies, to raise the attainment of disadvantaged pupils and diminish the differences between them and their peers. In 2019-2020 pupil premium (PP) funding is allocated for those pupils eligible for free school meals currently on roll and during the past six years, as follows:

Summary information			
Academic Year: 2019-2020	Total number of pupils: 118	Number of pupils eligible for Pupil Premium: 18	Total budget: £23,760.00
Date of most recent Pupil Premium Review: July 2019		Date for next internal review of this strategy: Spring 2020	
In-school Barriers to future attainment for pupils eligible for PP			
A.	Knowledge & skills required to achieve at least age-related or better and progress, specifically in Mathematics, thus removing barriers to learning		
External barriers			
B.	Lower starting points on entry relating to mathematical skills and for pupils transferring in to school at different times; lack of parental support at home; parents having a genuine fear of Mathematics; low attendance		
Outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	
A.	<p>In Mathematics sustained progress and attainment, when compared to national data and pupils are very well-prepared at the end of Key Stage 2 for their next stage of education; tracking of progress and attainment across the academic year</p> <p>Pupils have a range of mental calculation strategies, knowledge and skills to be confident and promote mathematical reasoning alongside fluency and problem-solving experiences in mathematics, so that pupils can apply their knowledge and skills well</p> <p>Teaching assistants are confident to support high quality Mathematics that addresses needs precisely, impacting on outcomes</p>	<p>In Mathematics, at least age-related expectations achieved by the end of the academic year</p> <p>Pupils make accelerated progress relative to starting points, so that differences are diminishing</p> <p>Statutory assessment outcomes and progress show an upward trend and when compared to national data</p> <p>School and statutory assessment data show improvements/progress in pupils ability to infer in reading and apply knowledge and skills when problem solving</p> <p>Teaching assistants engage in Mathematics' continued professional development.</p>	
B.	Wider curriculum opportunities are established to enhance opportunities both within and beyond the classroom	<p>Wider curriculum opportunities, including extra-curricular activities are well developed and then established</p> <p>Pupils experience wider curriculum opportunities that enhance learning, including extra-curricular activities</p>	

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2019-2020 Pupil Premium Planned Expenditure

Desired outcome	Chosen action/approach	What is the evidence and rationale for this chose approach?	How will you ensure it is implemented well?	Staff lead	Review
<p>A. Quality of Teaching/ Outcomes for Pupils</p> <p>Improved progress and attainment in Mathematics, so that differences are diminishing across the school, and pupils are very well-prepared at the end of Key stage 2 for their next stage of education</p> <p>Cost: £17,760</p>	<p>Staff CPD enhances in-class support, so that pupil needs can be addressed more precisely, resulting in confidence and accelerated progress within lessons</p> <p>Differentiated activities that offer greater challenge are well supported with mental calculation strategies developed</p> <p>Pupils have opportunity to transfer skills and knowledge across a range of subjects, leading to strong mathematical reasoning alongside fluency and problem-solving experiences</p>	<p>Pupils do not always achieve age-related expectations/make strong enough progress by the end of Key Stage 1 & 2</p>	<p>Lesson observations/learning walks show that practical approaches to teaching engage pupils, developing mental mathematical calculation skills and able to reason</p> <p>Assessment data shows that differences are diminishing and there is an improvement in the number of children reaching are-related or better expectations</p> <p>Pupil Progress Meetings (x3) show strong progress from starting points</p>	<p>Maths Subject Lead</p>	<p>February April July</p>
<p>Evaluation</p>					

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<p>B. Pupil experience a wider curriculum that leads to enhanced opportunities for all</p> <p>Cost £6,000</p>	<p>Wider curriculum opportunities are planned and progressively feature in lessons, including cross-curricular links</p> <p>Audit of curriculum resources and purchase new resources, as required, to support teaching and learning</p> <p>Extra-curricular activities opportunities are sought that enhance the wider curriculum</p>	<p>To provide pupils with a board and balanced curriculum and one that encompasses cross-curricular links</p> <p>Funding is sometimes a barrier to pupils attending wider curricular activities</p>	<ul style="list-style-type: none"> Tracking of progress across all subjects Encourage children to attend wider curricular activities Monitor attendance at extracurricular activities Communicate to parents financial support 	Subject Leads	February April July
<p>Evaluation</p>					

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Summer 2019 Statutory Assessment Outcomes	End of EYFS Pupils reaching a Good Level of Development (GLD)		Year 1 Phonics Screening		End of KS1 (Year 2)		End of KS2 (Year 6)	
	Pupils eligible for PP (2 pupils)	Pupils not eligible for PP (11 pupils)	Pupils eligible for PP (2 pupils) 1 pupil = 50%	Pupils not eligible for PP (14 pupils)	Pupils eligible for PP (2 pupils) 1 pupil = 50%	Pupils not eligible for PP (12 pupils)	Pupils eligible for PP (4 pupils) 1 pupil = 25%	Other pupils not eligible for PP (15 pupils)
% reaching the expected standard	100%	91%	50%	100%	-	-	-	-
% achieving age related expectations in Reading	-	-	-	-	50%	83%	25%	67%
% achieving age related expectations in Writing	-	-	-	-	50%	75%	75%	93%
% achieving age related expectations in Maths	-	-	-	-	50%	83%	0%	33%
% making at least expected progress in Reading from the end of Key Stage 1 to 2	-	-	-	-	-	-	25%	46%
% making at least expected progress in Writing from the end of Key Stage 1 to 2	-	-	-	-	-	-	75%	87%
% making at least expected progress in Maths from the end of Key Stage 1 to 2	-	-	-	-	-	-	0%	27%