

Burford Primary School - Pupil Premium Strategy Statement 2017-2018

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 2017-18 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: 2017-2018	Total number of pupils: 105	Number of pupils eligible for Pupil Premium: 16	Total budget: £21,120
Date of most recent Pupil Premium Review: July 2018		Date for next internal review of this strategy: July 2018	
In-school Barriers to future attainment for pupils eligible for PP			
A.	Statutory assessment outcomes and progress in Reading and Mathematics when compared to national and local data		
External barriers			
B.	Pupils do not always have sufficient support at home with reading which impacts on progress and, in turn, across all areas of the curriculum		

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improved progress and attainment in Mathematics, particularly for middle and low attaining pupils when compared to national data and pupils are very well-prepared by the end of Key Stage 2 and their next stage of education</p> <p>Pupils have a range of strategies, knowledge and skills to be confident mathematicians and able to apply when problem solving</p>	<p>Pupils make rapid progress relative to starting points, so that differences are diminishing, as evidenced in Target Tracker and school/national data</p>
B.	<p>Stronger rates of progress and attainment in Reading across the school and for at least age-related expectations to be achieved by the end of KS2, for middle attaining pupils and those with SEND; measured through marked work, summative assessment, Target Tracker statements/steps of progress and school/national data</p>	<p>Pupils make rapid progress by the end of the year so that all pupils can meet at least age-related expectations i.e. they meet expectations in statutory assessments, including: Early Years' Goals, Year 1 Phonics' Screening; end of Key Stage 1 and Key Stage 2 assessments and are well-prepared for their next stage of education</p> <p>Good outcomes achieved, with gaps closing quickly and differences diminishing.</p> <p>Lesson observations, marked work, summative assessment, Target Tracker statements/steps of progress and national data show that desired outcomes are achieved</p>

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2017-2018 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, particularly for middle and low attaining pupils and when compared to national data, so that differences are diminishing, and pupils are very well-prepared at the end of Key stage 2 for their next stage of education</p> <p>Cost: £13,000</p>	<p>Professional development of staff, working with Maths consultant to:</p> <ul style="list-style-type: none"> • Increase subject knowledge • Provide a wider range of strategies and practical ideas for teaching Maths • Provide well-matched activities and greater challenge, so that pupils have raised aspirations and attain to a high standard, relative to starting points <p>Lesson Study model developed that plans for a very pacey delivery through whole class approach and group work, that is rich in mathematical language and then to reflect on practice as to what learning took place and whether differences are diminishing, supported by Maths Consultant</p> <p>Targeted intervention within classes and specific programmes to accelerate progress e.g. Catch-up Maths</p> <p>Targeted group support by adults within lessons to reinforce learning and to accelerate progress</p> <p>Differentiated activities match more closely the needs of pupils and offer greater challenge, so that the individual needs of all pupils can be supported</p>	<p>Pupils do not always achieve age-related expectations/make strong enough progress by the end of EYFS, Key Stage 1 & 2</p> <p>Pupils need to have opportunity to use range of practical resources and experience a hands-on approach, leading to greater mathematical understanding</p> <p>Mathematical vocabulary is often limited which means children are not able to communicate mathematical understanding or to reason</p>	<p>Lesson observations/learning walks show that practical approaches to teaching engage pupils, develop language, skills and deepening understanding</p> <p>Assessment data shows that differences are diminishing and there is an improvement in the number of children reaching age-related or better expectations</p> <p>Pupil Progress Meetings show strong progress from starting points (x3)</p>	<p>Maths Lead</p>	<p>January April July</p>
<p>January 2018</p> <ul style="list-style-type: none"> • Teachers and teaching assistants attended Maths CPD across 2017/2018 including: 'Developing strong foundations in children's early mathematical learning'; 'Applying Maths' knowledge and Skills when Solving Problems'. Learning Walks/Lesson observations show that children are accessing range of practical equipment e.g. Numicon; the 'bar method' is being used in a range of context mathematical contexts. • Lesson Study Model- Year 1/2 & Year 3/4 teachers engaged in this CPD which provided 'quick-fired' strategies for teaching whole class Maths to add pace and address the whole ability range - <p>April 2018</p> <ul style="list-style-type: none"> • Following Spring Term 4 assessments, overall there is an improving picture of current data with differences diminishing for some pupil premium pupils, with Statutory Assessments predicted at Key Stage 1 & 2 to be above national (2017). <p>July 2018</p> <ul style="list-style-type: none"> ▪ Maths CPD attended by teachers and TAs – this has impacted on delivery of lessons, because learning provides a greater range of practical activities, make learning both visual and fun ▪ Targeted support is helping to raise standards; to continue this focus in 2018/2019 to accelerate progress, aiming for all pupils to achieve age-related expectations or better ▪ Across Year 1-6, outcomes showed that 80% of those eligible for pupil premium made age-related expectations or better at the end of the summer term 2018.; for Year R, pupils will continue with their early learning goals in number during Year 1, Autumn 2018. ▪ See Statutory Assessment Outcomes at the end of this document 					

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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>B. Quality of Teaching/ Outcomes for Pupils</p> <p>Improving Reading outcomes with pupils making strong progress relative to starting points, so that differences are diminishing and particularly for low and middle attainers at the end of Key Stage 2 and when compared to national data</p> <p>Cost: £8,120</p>	<p>Continue to raise the profile of Reading, so that fluency improves, and pupils can access a range of texts more easily through:</p> <ul style="list-style-type: none"> • ‘Reading Ladders’ introduced for each class • Library Visits by each class, to instil a love of reading • Increased opportunities in school for 1 to 1 reading with an adult • Involving parents to promote reading at home • Information sessions for parents relating to reading <p>Additional reading comprehension targeted support and specifically in Key Stage 2:</p> <ul style="list-style-type: none"> • Focus on inference through guided Reading in a range of genres • Upskill pupils, leading to effective skimming and scanning <p>Targeted reading intervention e.g. Fischer Family Trust (FFT)</p> <p>Staff professional development – continued training relating to guided reading and inference, to provide a greater range of strategies to support the teaching of inference and skimming & scanning</p>	<p>School and national data shows that not all low and middle attainers achieve age-related expectations by the end of Key Stage 2 and/or make at least expected progress</p> <p>Reading records identify that pupils are not always reading at home, therefore the profile of reading needs to be raised further in school</p>	<p>Termly assessments (x 3)</p> <p>Pupil progress meetings</p> <p>Pre and post intervention assessments</p> <p>‘Reading Ladder’ book reviews completed</p> <p>Reading comprehension homework completed regularly</p> <p>Reading Record Books are regularly completed by parents</p> <p>Continuing programme of CPD relating to inference</p>	<p>English Lead</p>	<p>January April July</p>
<p>January 2018</p> <ul style="list-style-type: none"> • Book Ladders are raising the profile of reading in the school and library visits are a regular feature which the children enjoy. • Guided reading inference, 1 to 1 is impacting on outcomes; • Teachers and TAs have attended inference sessions with a strong emphasis on quality reading books <p>April 2018</p> <ul style="list-style-type: none"> • Head Start Comprehension Scheme purchased, providing guided reading resources linking to target Tracker Assessment; a range of genre to broaden pupils’ experiences of texts. • The large majority of pupils are achieving at the expected standard or better • Target Tracker evidence shows that statutory assessments are at least on track to achieve expected or better outcomes <p>July 2018</p> <ul style="list-style-type: none"> • Key Stage 2 Reading outcomes show that intervention has impacted on outcome for 2/3 pupils • For those who have SEND needs, the challenge is greater, but gaps are closing; reading will remain a focus so that practice can be embedded in 2018/19, particularly relating to inference and accelerated progress a target • Children are more engaged with reading and beyond school, accessing library books which further raises the profile 					

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Summer 2018 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 (14 pupils)	Pupils eligible for PP (pupils)	Pupils not eligible for PP (14 pupils)	Pupils eligible for PP (2 pupils) 1 pupil = 50%	Pupils not eligible for PP (11 pupils)	Pupils eligible for PP (3 pupils) 1 pupil = 33%	Other pupils not eligible for PP (10 pupils)
% reaching the expected standard	0%	71%	7%	93%	-	-	-	-
% achieving age related expectations in Reading	-	-	-	-	100%	91%	67%	80%
% achieving age related expectations in Writing	-	-	-	-	100%	73%	100%	80%
% achieving age related expectations in Maths	-	-	-	-	100%	82%	67%	70%
% making at least expected progress in Reading from the end of Key Stage 1 to 2	-	-	-	-	-	-	67%	70%
% making at least expected progress in Writing from the end of Key Stage 1 to 2	-	-	-	-	-	-	100%	70%
% making at least expected progress in Maths from the end of Key Stage 1 to 2	-	-	-	-	-	-	67%	50%