

Burford Primary School - Pupil Premium Strategy Statement 2018-2019

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: 2018-2019	Total number of pupils: 108	Number of pupils eligible for Pupil Premium: 17	Total budget: £22,440
Date of most recent Pupil Premium Review: July 2018		Date for next internal review of this strategy: January 2019	
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 in Reading/Phonics/Mathematics, thus removing barriers to learning		
External barriers			
B.	Lower starting points on entry relating to phonics/reading and mathematical skills; lack of parental support at home; low attendance		

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>In Reading/Phonics/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 strategies, knowledge and skills to be confident readers, with improving inference skills and in mathematics, pupils can apply their knowledge and skills well when problem solving</p>	<p>In Reading/Phonics/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>
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 established</p> <p>Pupils experience wider curriculum opportunities that enhance learning, including extra-curricular activities</p>

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2018-2019 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 Reading/Phonics & Mathematics, particularly for middle and low attaining pupils and when compared to national data, 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>Targeted intervention/support within classes and specific programmes 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 have opportunity to transfer skills and knowledge across a range of subjects</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>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 are-related or better expectations</p> <p>Pupil Progress Meetings show strong progress from starting points (x3)</p>	<p>Maths/ English Subject Leads</p>	<p>January April July</p>
<p>January 2019</p> <ul style="list-style-type: none"> Assessment data, particularly in Year 6, identifies key areas for development and the focus for the Spring Term, so that intervention can target specific learning needs and differences diminish <p>April 2019</p> <ul style="list-style-type: none"> Learning walks show strong practice in some areas of the school and good outcomes. Where outcomes are not as strong, additional sessions for reading grammar, punctuation and spelling and mathematics take place to address any areas of weakness. This is impacting on outcomes with pupils increasing their assessment scores, but not always sufficiently to reach age-related expectations <p>July 2019</p> <ul style="list-style-type: none"> Pupil outcomes at the end of EYFS and KS1 show that pupils are attaining in line with or better than national data, with pupils well-prepared for the next stage of their education At the end of Key Stage 2, outcomes in Mathematics were below national. Although not as strong as anticipated, assessment data shows that children made progress relative to their starting points and six pupils (32%) narrowly missed achieving the expected age-related standard in Mathematics. Although pupils did not always reach age-related expectations, targeted 1 to 1 and paired Maths and English booster sessions impacted significantly on progress. 					

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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	January April July

January 2019

- Extra-curricular activity clubs continue to be on offer learning experiences that are fun beyond the classroom and pupils benefit. However, places are not always taken up and numbers have tailed off.

April 2019

- There has been a fall in the number of pupils attending extra-curricular activities

July 2019

- Broadening pupils' experiences through trips, for example 'We The Curious!' Museum and the Bristol Aquarium as part of their Science, History & Topic work during the Summer really brought learning to life and incorporated cross-curricular links. Pupils in Year 6 spoke enthusiastically about their experiences on school trips whilst at Burford Primary School. Early Years' pupils visited the local Cotswold Life Park supporting work on life cycles and environments.

- For 2019-2020 school to explore further a range of activity clubs, so that more pupils can engage in these wider curriculum activities; to gather parent and pupil views so that school can offer a programme of activities that is well-matched to the needs of the children.

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Summer 2019 Statutory Assessment Outcomes	End of EYFS Pupils reaching a Good Level of Development (GLD)		Year 1 Phonics Screening (14 pupils)		End of KS1 (Year 2) (14 pupils)		End of KS2 (Year 6)	
	Pupils eligible for PP - 1 pupil	Pupils not eligible for PP (12 pupils)	Pupils eligible for PP (2 pupils) 1 pupil = 50%	Pupils not eligible for PP (12 pupils)	Pupils eligible for PP (2 pupils) 1 pupil = 50%	Pupils not eligible for PP (12 pupils)	Pupils eligible for PP (3 pupils) 1 pupil = 33%	Other pupils not eligible for PP (16 pupils)
% reaching the expected standard	100%	92%	50%	92%	-	-	-	-
% achieving age related expectations in Reading	-	-	-	-	100%	83%	33%	63%
% achieving age related expectations in Writing	-	-	-	-	100%	75%	100%	88%
% achieving age related expectations in Maths	-	-	-	-	100%	83%	0%	31%
% making at least expected progress in Reading from the end of Key Stage 1 to 2	-	-	-	-	-	-	33%	69%
% making at least expected progress in Writing from the end of Key Stage 1 to 2	-	-	-	-	-	-	100%	88%
% making at least expected progress in Maths from the end of Key Stage 1 to 2	-	-	-	-	-	-	0%	21%