

**Burnhope Primary School**  
**Pupil Premium Strategy Statement**  
**2019 – 2020**

**Rationale behind Strategy**

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. According to the Department for Education (DfE), this includes pupils who are entitled to free school meals, those looked after by the local authority and the children of armed service personnel.

All schools are required to report on the amount of funding received and how this is being used. Once information is available, the impact of the funding should also be reported.

The rationale of the PP spending for 2018-19 is based on EEF Research that shows the effectiveness of interventions and the success of PP strategy 2018-19.

In 2019-20 the following methods will be used

One to one tuition (+5 months gain)

At Burnhope Primary School One to one tuition involves a teacher, giving a pupil intensive individual support. It may as a replacement for other lessons at our school this time will be a short 20-40 min session during the afternoon and the intervention will be with the class teacher or a TA trained in the intervention.

How effective is it?

Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.

*Evidence indicates that one to one tuition can be effective*

Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.

#### Reducing class size (+3 months gain)

As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.

How effective is it?

Reducing class size appears to result in around three months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall, the evidence does not show particularly large or clear effects until class size is reduced substantially to fewer than 20 or even 15 pupils. It appears to be very hard to achieve improvements from modest reductions in class size to numbers above 20, for example from 30 to 25.

Overall the evidence does not show particularly large or clear effects, until class size is reduced substantially. Therefore at Burnhope Primary School the class size for teaching and learning in English and Maths is reduced to

Y1 & Y2= 21 pupils

Y3 & Y4 = 21 pupils

Y4/5/6/ = 22 pupils

A HLTA, TA and TA Apprentice are used throughout the morning to deliver and teach content to particular groups under the direction of the class teacher.

#### Social and emotional learning (+4 months gain)

Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.

Three broad categories of SEL interventions can be identified:

- universal programmes which generally take place in the classroom; e.g. PSHE lessons – Jigsaw programme
- more specialised programmes which are targeted at students with particular social or emotional needs; and (e.g. school counsellor), therapeutic story writing and connecting with children sessions
- school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning e.g. OPAL

How effective is it?

On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.

Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils. SEL approaches have been found to be effective in primary and secondary schools, and early years settings.

#### Small group tuition (+4 months gain)

Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.

How effective is it?

Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.

Reception – Year 6 Pupil Premium Funding				
Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children	Number of Service Children
44	Per Pupil £1,320 19	Per Pupil £1,320 25	Per Pupil £2,300 1	Per Pupil £300 0

Early Year Pupil Premium Funding				
Total of Nursery Pupils 6	Number of Eligible Pupils 1	Number of Eligible Boys 1	Number of Eligible Girls 0	Total EYPP Budget . Based on these figures £302.10
	Hourly Rate £0.53	Hourly Rate £0.53 15 hours £7.95 a week	Hourly Rate £0.53 15 hours £7.95 a week	Hourly Rate £0.53 £7.95 each week

Pupil Premium Summary Information			
Total Number of Pupils ( Inc. FTE )	84	Number of Pupils Eligible	44
Total Pupil Premium Budget	£57,160	% of Pupils Eligible	53%

Dates of PP Reviews with link governor			
13 November 2019	15 <sup>th</sup> January 2020	22 April 2020	15 July 2020

Early Years Pupil Premium Current Attainment On entry September 2019		
Baseline Assessment – Age Expected Level Secure 22-36 Months / Emerging 30-50 Months	Pupils Eligible For EYPP (1)	Pupils Not Eligible For EYPP (5)
50% achieving age expected levels on entry in Communication and Language	0%	60%
33% achieving age expected levels on entry in Reading	0%	40%
50% achieving age expected levels on entry in Writing	0%	60%
33% achieving age expected levels on entry in Number	0%	40%
33% achieving age expected levels on entry in Shape, Space & Measure	0%	40%

2019 - Outcomes													
KS1	PP Pupils			Other			KS2	PP Pupils			Other		
	SCH	NA	DIF	SCH	NA	DIF		SCH	NA	DIF	SCH	NA	DIF
EYFS GLD	60%	56%	4%	67%	75%	12%	Expected Standard Reading	75%	62%	13%	67%	78%	9%
Year 1 Phonics	100%	71%	29%	100%	84%	16%	Expected Standard Writing	75%	68%	7%	100%	83%	17%
Expected Standard Reading	71%	62%	9%	89%	78%	11%	Expected Standard Maths	75%	68%	7%	100%	83%	17%
Expected Standard Writing	71%	55%	16%	89%	73%	16%	Expected Standard GPS	75%	68%	7%	100%	83%	17%
Expected Standard Maths	71%	63%	8%	89%	79%	10%	Expected Standard R/W/M	75%	51%	24%	67%	71%	4%

2020 – Outcomes No OUTCOMES REPORTED DUE TO COVID-19 SCHOOL CLOSURES													
KS1	PP Pupils			Other			KS2	PP Pupils			Other		
	SCH	NA	DIF	SCH	NA	DIF		SCH	NA	DIF	SCH	NA	DIF
EYFS GLD							Expected Standard Reading						
Year 1 Phonics							Expected Standard Writing						
Expected Standard Reading							Expected Standard Maths						
Expected Standard Writing							Expected Standard GPS						
Expected Standard Maths							Expected Standard R/W/M						

**Attainment September 2019**

Cohort	Subject	Current Baseline Data –Summer 2019 used for September 2019)				Aspiration at End Of Year			
		All	Disadvantage	Other	Difference	All	Disadvantage	Other	Difference
Year 6 (5/7)	Reading	86%	80%	86%	-6%	86%	80%	100%	-20%
	Writing	71%	60%	71%	-11%	86%	80%	100%	-20%
	Maths	86%	80%	86%	-6%	86%	80%	100%	-20%
Year 5 (4/8)	Reading	63%	50%	75%	-13%	75%	50%	100%	-25%
	Writing	63%	50%	75%	-13%	75%	50%	100%	-25%
	Maths	63%	50%	75%	-13%	75%	50%	100%	-25%
Year 4 (8/15)	Reading	73%	63%	73%	-10%	80%	63%	100%	-37%
	Writing	53%	38%	53%	-15%	80%	63%	100%	-37%
	Maths	80%	63%	80%	-27%	80%	63%	100%	-37%
Year 3 (6/15)	Reading	80%	71%	80%	-9%	80%	71%	80%	-9%
	Writing	80%	71%	80%	-9%	80%	71%	80%	-9%
	Maths	80%	71%	80%	-9%	80%	71%	80%	-9%
Year 2 (6/12)	Reading	83%	86%	83%	3%	83%	86%	83%	3%
	Writing	75%	86%	75%	11%	75%	86%	75%	11%
	Maths	75%	71%	75%	4%	75%	71%	75%	-4%
Year 1 (5/9)	Reading	63%	60%	66%	6%	77%	80%	75%	15%
	Writing	63%	60%	66%	6%	77%	80%	75%	15%
	Maths	63%	80%	100%	20%	77%	80%	100%	-20%
EYFS R (8/18)	Reading	65%	62.5%	77.78%	15.28%	72%	75%	90%	-15%
	Writing	82%	87.5%	77.78%	9.72%	72%	75%	90%	-15%
	Number	76%	75%	88.9%	13.89%	78%	75%	90%	-15%

Barriers to future attainment for pupil eligible for Pupil Premium		
<b>In-school barriers</b>		
A	Undeveloped phonics skills in KS1, particularly for pupils entitled to PPG	
B	Outcomes generally for pupils in receipt of PPG are not as strong as for other groups in all areas particularly in writing	
<b>External barriers</b>		
C	Emotional well-being and anxiety issues are barriers to learning (particularly for PP); this impacts on children's ability to engage and therefore has a detrimental effect on academic progress	
D	Attendance is a problem with a small number of PP children – they are persistently absent – and this impacts on learning	
<b>Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	To raise attainment in phonics – with a particular focus on R, Y1 and Y2 and PP children	Increase the % achieving GLD at the end of Reception Increase % achieving expected standard at the end of Y1 and Y2
B	To raise attainment in maths, writing and reading in line with peers	Gap between PP and Non PP diminishes
C	To nurture and support children to help to remove their barriers to learning	Children able to engage in their learning
D	Children's attendance improves and they are no longer classed as persistently absent	Children's attendance increases and is above 92%

Record of PPG spending – Completed, on-going or planned			
Support	Cost	Objective	Predicted Outcome / Impact
Teacher	£4000	<b>Reading Intervention</b> <b>Reading Plus</b> For PP children to make better than expected progress from KS1 results	Targeted groups of PP children in Y4,5 &6 For better than expected progress from previous summer assessments so that pupils make accelerated progress towards ARE from previous Key Stage outcomes.
Support staff (HLTA)	£1000	<b>Spelling Intervention</b>  To improve outcomes for PP children from KS1 scores	Targeted KS2 PP children For better than expected progress from previous summer assessments so that pupils make accelerated progress towards ARE from previous Key Stage outcomes.
		Handwriting Intervention	Targeted identified pupil from KS2 PP For targeted to produce work which is legible and of a consistent size. For joins to be evident in pupil's work.

		To improve the presentation of work for PP children	
Support Staff (HLTA)	£13,516	To provide in class support for Y4/5/6 PP children each morning	For Year KS1 & KS2 outcomes to show at least expected progress in Reading, Writing and Maths for PP children.
Support staff (TA)	£7558	To provide small group / 1:1 interventions x afternoons for PP children.	For Year KS1 & KS2 outcomes to show at least expected progress in Reading, Writing and Maths for PP children. Reading, Writing, Maths and GPS – All pupils, including Pupil Premium pupils making good progress with new curriculum; catch up interventions ensuring good progress made.
		Gross Motor Programme To improve gross motor skills of PP children	For targeted PP children to improve co-ordination and balance and make accelerated progress towards being at ARE
		Listening and Attention Programme To improve the listening and attention skills of Pp children	For targeted PP children to improve listening and concentration and make accelerated progress towards being at ARE
		Speech and Language programme To improve SALT outcomes for PP children	For targeted PP children to improve speech and language, following guidance from SALT.
Additional TA am sessions to target Y1 children reading	£5,500	To ensure that all PP children in Y1 pass the phonics screening programme	Y1 to receive targeted support to ensure rapid progress for PP children.
Targeted work from EMTAS	£2,100	X1 afternoon to work 1:1 with Pupil Premium child	To continue to improve the attendance of PP children who are travellers. Improved attendance for some.
Power Maths Scheme	£2,600	Throughout Y1-6 + Materials for Reception children	Scheme to support all pupils but particularly the teaching and learning of PP children. To raise aspirations of achievement for this group.
Appointment of Attendance Officer	£2,710	Attendance Officer to work with families. Action Plan to be drawn up for each family.	For attendance for PP children to improve, rates of persistent absenteeism to reduce and lateness to be eradicated.



		Monitor those children under 96% and identify early if causing concern	
Appointment of school counsellor	£4,860	3 x hours of counselling each week.	To support children with social, emotional difficulties to achieve their potential. Focus on Y6 initially + vulnerable PP children from other cohorts.
Early Intervention (BIT)	£3000	To improve self esteem of PP children	Improved emotional wellbeing and academic achievement for children experiencing social and emotional barriers to learning allowing them full access to curriculum and improved achievement.
Crisis Response (BIT)	£1578	To support any PP children needing this service.	For PP children to have access to specialist services as and when required.
Educational Psychology Service	£1800	To ensure that PP children have access to EP service.	For PP children to have access to specialist services as and when required.
GRT Service	£2000	To support Traveller pupils who are also PP	To ensure that GRT Service are promoting high attendance and are a link with school to ensure any issues causing absence can be identified and acted upon.
Relax Kids (Calm a Class Training) X2 places	£500	To ensure that PP children have access to calming strategies to improve behaviours for learning.	Improved emotional wellbeing and academic achievement for children experiencing social and emotional barriers to learning allowing them full access to curriculum and improved achievement.
Connecting with Children Listening Matters	£650	To have a member of staff trained in school as a 'listener' for children when counsellor is not available.	Improved emotional wellbeing and academic achievement for children experiencing social and emotional barriers to learning allowing them full access to curriculum and improved achievement.
Breakfast Club TA £17.75 per hour X2 £35.50 each day £177.50 each week	£6922.50	Invite all children to Breakfast Club free of charge TAs to be used to support children at during each learning session	For the % of PP attending breakfast club to continue to increase allowing them to access a healthy / nutritious meal to start the day and access to additional sports sessions. For the % of children late to decrease.
<b>Total expenditure:</b>	<b>£60,294.50</b>	<b>Additional funding provided from school's unallocated budget.</b>	

**Governance**

**Monitoring The Effectiveness & Impact of Pupil Premium Performance**

**Impact**

Due to Covid-19 school closures on March 20<sup>th</sup> 2020 the full impact of Pupil Premium spend cannot be evaluated for the full year. Until that point the in school data supported that the majority of children were making good progress towards their outcomes. When progress was not good this was highlighted in pupil progress meeting and further interventions planned and delivered. In the summer term 2020 a great amount of emphasis was placed on the social and emotional well being of pupils and families. Welfare calls to parents and children were made each week by staff and a record kept. This allowed staff to support both academically and emotionally families at this challenging time. Families in receipt of FSM were provided with packed lunches or FSM food vouchers via Edenred.

Pupil Premium Committee Members: Mrs Brooks, Miss Dawson, Mr Gibson

Pupil Premium Committee Meeting	Autumn: 2019	Spring:2020	Summer: 2020
	Pupil Premium spend discussed at full Governors meeting during this term	Pupil Premium spend discussed at full Governors meeting during this term	Discussed at full governors meeting how the impact of PP money would be effected by the closure of schools due to COVID-19

<p><b>Review Date</b>  <b>July 2020 (Curriculum and standards committee)</b>  <b>Discussed how school improvement advisor had recommended HT wait until guidance was issued from LA before completing impact report.</b></p>	<p>Headteacher &amp; Chair of Governors                  Lyn Adamson &amp; Alan Gibson</p>
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