

PUPIL PREMIUM STRATEGY STATEMENT 2018/19

1. SUMMARY INFORMATION					
School:	Butterwick Pinchbeck's Endowed CE Primary School				
Academic Year:	2018/19	Total PP Budget:	£72,600	Date of most recent PP Review:	October 2018
Total number of pupils:	278	Number of pupils eligible for PP:	55	Date for next internal review of this strategy:	March 2019

2. CURRENT ATTAINMENT/ PROGRESS FOR DISADVANTAGED PUPILS IN READING, WRITING & MATHS				
KS2 data 2019	School All Pupils (49)	School Pupils eligible for PP (8)	National All	National PP
Expected standard in reading, writing & maths combined	67%	50%	65%	51%
High standard in reading, writing & maths combined	6%	0%	11%	5%
Expected standard and high standard on reading test	73% - 16%	75 - 13%	73% - 27%	62% - 17%
Expected standard and high standard in writing	82% - 27%	63% - 13%	78% - 20%	68% - 11%
Expected standard and high standard in SPAG test	80% - 41%	63% - 38%	78% - 36%	
Expected standard and high standard in maths test	80% - 27%	63% - 0%	79% - 27%	68% - 16%

The expected standard for tests is based on a scaled score of 100+ and a high standard is 110+. Achieving a high standard for writing requires a pupil to be assessed as working at greater depth.

3. AVERAGE PROGRESS FOR				
	School All Pupils	School Pupils eligible for PP	National Average	National PP
Reading	-1.8	-0.1	0.0	-0.6
Writing	+0.6	+0.1	0.0	-0.5
Maths	-0.6	-2.7	0.0	-0.7

4. BARRIERS TO FUTURE ATTAINMENT (for eligible PP including High ability)			
In – school barriers		External barriers	
A	Lack of resilience in learning and aspirational attitudes	D	A number of PP pupils accessing Early Help, Social Care and pastoral support
B	Pupils lack of vocabulary to access learning	E	Attendance rates although much improved continue to be monitored for individuals as when they fall, school hours are reduced causing them to fall behind
C	Behaviour from specific children is having a detrimental impact on their progress		

5. OUTCOMES	
Desired outcomes and how they will be measured	Success Criteria
Quality first teaching and learning across the school (including teachers and teaching assistants). The EEF work on effective Role of Teaching Assistants – school and LA/ Teaching schools Alliance.	Lesson observation, work scrutiny, pupil interview, data and learning outcomes show 95% + lessons are good or outstanding. Teaching Assistants will be up-skilled to further enhance their support to pupils. Teaching Assistants will take a leading role in conducting intervention group sessions for identified children. Communication/ feedback between Teaching Assistants and Teachers will improve. Role expectations are clear and focussed.
Staff and children will further embed a Growth Mind-set	Children will develop as more resilient learners, understanding the process of good learning. Children will respond to feedback to ensure good progress is being made. Pupils identified as Higher attaining will make as much progress as ‘other’ pupils. The environment and teaching styles will support Growth mind-set for our children
To provide a language rich environment for our children	Increase in % achieving expected and greater depth in reading, writing & Maths (July 2019) Increase in % of children in QLA of SATs reading paper achieve in vocabulary and word choice questions (meaning of words in context) Work scrutiny will show the use of higher level vocabulary appropriate to the year group (March 2019) Working walls will display new vocabulary/ writers’ toolkits will be available and in use in classrooms Lesson observations/ drop-ins will demonstrate the focus on the teaching of vocabulary.

	A range of texts will be introduced to children, including those above their reading age (class readers/ echo reading).
Behavioural issues of individuals will be addressed	Fewer behaviour incidents recorded for these pupils on the school system (without changing standards) Individuals have increased engagement in their learning and progress is at least 'expected' Pastoral support provided to individual children and their parents from the Learning Mentor and SENDCo
Increased PP family engagement to support children's needs	The work of the Learning Mentor will ensure that identified children are picked up quickly and swift support from school or external agencies can be given. Early Help Assessments are carried out where the need arises. Partnership working will support the needs of the children more effectively so issues do not become a barrier to learning. Parents will be sign-posted to appropriate support.
Increased attendance rates for PP children	Further reduce the number of PP children that are persistent absentees. Attendance levels of PP children continue to improve so they are at least in line with 'other' pupils. Support provided to children identified as SEND.

5. Review of Impact

In 2019 there was an increase in the % of eligible pupils achieving expected across Reading, Writing and Maths however this figure was below National figure for all children.

Reading @ expected level was in line with National data but below at greater depth.

Writing @ expected level was below National data for expected and greater depth.

Maths @ expected level was below National data for expected and greater depth.

However in most areas (particularly at expected) there was an increase in outcomes from 2018. The number of children in this group was low (8 children), meaning that the statistical significance of the data is affected because each child represents a large percentage of the overall outcome.

The learning environment supported the Growth Mindset and vocabulary focus within school.

There were fewer incidents recorded on the school's behaviour log for 2018/19. School worked successfully with external professionals and parents/carers to support individual children with more significant behaviours with many strategies put in place, including additional pastoral support. Early Help and signposting of external help has also supported families.

6. Planned expenditure					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice	How will it be implemented	Staff lead	When will it be reviewed?
A. Quality first teaching and learning across the school (including teachers and teaching assistants). The EEF work on effective Role of Teaching Assistants – school and LA/ Teaching schools Alliance.	<p>School has previously taken part in the EEF research (Mobilise project) of effective use of Teaching assistants. It will be continuing to implement some of the strategies as outlined with the project.</p> <p>A quality broad and balanced curriculum.</p>	<p>The EEF Toolkit suggests that when the impact of Teaching Assistants is at its best is when the recommendations from their research are being applied. Children will be exposed to all areas of the curriculum, giving them broad opportunities to excel not only in core subjects but others (aspirations)</p>	<p>Use of INSET and staff/ TA meetings to deliver training.</p> <p>TAs take part in teacher PPA.</p> <p>Communication strategies in place. Additional training needs identified and addressed.</p>	S.T (Head teacher), T.H (SENDCo)	Summer Term 2019
Children will develop a Growth Mind-set	<p>Whole school to implement strategies identified from previous CPD on growth mind-set verses fixed mind-set to build resilient learners.</p> <p>The learning environment will reflect the growth mind-set.</p> <p>Talking partners will be used consistently across the school.</p>	<p>Carol Dweck's research demonstrated the positive impact of learners having a growth mind-set and understanding the learning process.</p>	<p>Marking and Feedback Policy implemented and monitored.</p> <p>The school environment will support and remind the children of growth mind-sets</p>	S.T (Head teacher)	Summer Term 2019

	Children will be given time to reflect on their learning and how they can improve.				
Pupils lack of vocabulary to access learning	<p>Ensure that the teaching of specific words/ technical vocabulary in all lessons, particularly guided/shared reading and topic</p> <p>Teachers to display new/ challenging vocab on working walls (Tier 2).</p> <p>Guided reading/ intervention activities will include vocabulary based questions – authors use/ intent and Tier 2 focus.</p> <p>Teachers plan for shared texts above children’s reading age</p>	There has been much research into the impact of poor language acquisition impacts on progress and attainment.	<p>Staff will receive CPD on the teaching of vocabulary.</p> <p>New vocabulary will be specifically taught across the curriculum.</p> <p>The learning environment will support language development.</p> <p>New reading books will be purchased.</p>	Literacy leads (M.G & J.N) S.T (HT)	On-going
Behavioural issues of individuals will be addressed	<p>Identify targeted intervention for identified pupils.</p> <p>Use Learning Mentors to engage with parents.</p> <p>Focus on positive behaviours.</p> <p>Boxall Profile with individual Use Pastoral Support Plans and Early Help Assessments when necessary to support the child.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific needs or behavioural issues can be effective.</p> <p>Early intervention for individuals (including other professionals).</p>	<p>Ensure identification of target pupils is fair, transparent and recorded.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment/ progress.</p>	T.H (SENCo) K.T (Learning Mentor) S.T (HT)	Termly

Increased PP family engagement to support children's needs	<p>Learning Mentor available to signpost and support families.</p> <p>Use Early Help Assessments when necessary to support the child/ family.</p>	<p>If support is put in place at home and communication and links with school are open and honest then the appropriate support can be put in place having more impact.</p>	<p>Where issues or barriers are identified within school contact will be made with family. Support and strategies discussed (which may include Early Help Assessments).</p> <p>Open door policy for parents if they have any concerns.</p>	<p>S.T (HT) TH (SENDco) KT (Learning Mentor)</p>	<p>Summer term 2019</p>
Increased attendance rates for PP children	<p>Learning Mentor to closely monitor pupils and follow up quickly on first day absences.</p> <p>Home visits when necessary.</p> <p>Where there are concerns around attendance, Learning Mentor work with families and pupils to make improvements.</p>	<p>We can't improve attainment for children if they are not attending school. This is a key barrier to learning.</p>	<p>Learning Mentor will keep clear records about existing issues around children, actions taken etc.</p> <p>Regular review of attendance data.</p> <p>Celebration of good attendance e.g. reward systems in place</p>	<p>K.T (Learning Mentor) S.T (HT) Attendance Governor</p>	<p>Termly - ongoing</p>
<p>Expenditure for 2018/19: Teaching Assistant Staffing: £12,354.13 Pastoral Staffing: £52142.49 Curriculum resources: £709.44 Training/ Resources: £1371.32 Attendance: £513.52 Swimming cost support: £190 Total spent: £67,281</p>					