

BURY & WHITEFIELD PRIMARY SCHOOL

Pupil Premium Strategy Statement

1. Summary information					
School	Bury & Whitefield Jewish Primary School				
Academic Year	2019-2020	Total PP budget	£23,420	Date of most recent PP Review	N/A
Total number of pupils	144	Number of pupils eligible for PP	17	Date for next internal review of this strategy	Sep 2020

2. Current attainment		
Phonics Screening Check		
Pupils eligible for PP 100%	Pupils not eligible for PP 88.2%	National average 82%
End of KS1		
	Pupils eligible for PP (school)	Pupils not eligible for PP National average
% achieving expected standard or above in reading, writing & Maths (3 children)	0%	65%
% making expected progress in reading (2/3 children)	67%	75%

% making expected progress in writing (1/3 children)	33%	69%
% making expected progress in maths (2/3 children)	67%	76%
End of KS2		
In 2019 there were five pupils in Y6 eligible for pupil premium. One pupil had SEN whilst at the school. One pupil = 4.8%	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (National)</i>
% achieving age-related expectation (ARE) or above in reading, writing & maths	80%	65%
% making expected progress in reading	80%	73%
% making expected progress in writing	80%	78%
% making expected progress in maths	80%	79%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	A number of pupils eligible for pp also have complex SEN/D (1 pupil had SEND+ funding in 2019-2020).	
B.	40% pupils eligible for pp achieved 'greater depth' in Writing, 20% achieved 'greater depth' in Reading & 40% achieved 'greater depth' in Maths in Y6 2019.	
C.	33% pupils eligible for pp were above & 66% were below age related expectations in Y4 2019 (in all subjects) only.	
D.	Social, emotional and mental health issues affect some pupils eligible for pp.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance – 17.6% pupils eligible for pupil premium had lower attendance rates than other pupils at the school during the academic year 2019-2020. 1 pupil has severe medical problems.	
F.	Some pupils eligible for pupil premium do not receive any support from home with their homework.	
G.	Some pupils eligible for pupil premium cannot afford to pay for school trips, music tuition etc and do not experience a range of enrichment experiences outside of school.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria

A.	Pupils with SEN/D make expected progress in reading, writing and maths by end of year (EOY). All eligible pupils will have an individualised programme of support which will be monitored on the school's SEN/D provision map.	6 steps of progress made at the end of the year- see Pupil Progress meeting reports.
B.	Accelerated progress for pupils eligible for pupil premium in Y4 in R/W/M by EOY after additional interventions & study support .	See Pupil Progress reports & Provision Map for SEND children.
C.	A reduction in anxiety for some pupils and a reduction in behaviour incidents for other pupils. One to one mentoring or Mindfulness interventions will be provided to affected pupils including additional support at lunchtime to reduce impact in afternoon sessions.	Fewer reported lunchtime incidents. Improved outcomes for pupils needing Mindfulness support.
D.	Attendance gap between pupils eligible for pupil premium and other pupils has closed by end of year.	-2.9 gap will be closed. The Headteacher can demonstrate impact of meetings with parents.
E.	Eligible pupils attend two weekly homework clubs and complete homework tasks with support from an adult.	Attendance register shows all sessions attended and pre-learning tasks completed.
F.	Eligible pupils experience a wide range of enrichment activities .	Pupils experience residential holiday and school trips. Some pupils learn a musical instrument.

5. Planned expenditure

Academic year

2019-2020

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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To provide quality first teaching to accelerate the progress of GAT pupil premium. Daily morning intervention.	1 hour a day HLTA delivery & set up. Plus HLTA working with specified PPG children. SENCO time to monitor & plan intervention	Research(John Hattie, Sutton Trust toolkit) have shown that small group interventions with highly qualified staff are effective in promoting pupil progress.	Pupil Progress meetings focus on PP children. Target Tracker is used effectively to monitor children's progress. Phonics progress is assessed regularly. Evidence in teachers' planning shows actions are taken to meet the needs of children.	HT & DH/SENCO	Learning plans reviewed each term. Pupil progress meetings held each term with the HT and DHT and each class teacher. Class attainment and progress reported termly to governors.
To engage children within whole class teaching	Wide variety of learning resources purchased & access to platforms at home and at school.	Children learn in different ways. We ensure we appeal to different learning styles.	Weekly book scrutinies and walk-throughs, Subject Leader Monitoring, Pupil Voice, Staff Meetings & Staff Performance Management.	HT/DH & Subject Leaders.	This will be reviewed termly.
Total budgeted cost					£12,956.35
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure pupils with SEN/D meet expected progress targets in R/W/M. Ensure pupils with additional needs meet targets on the Provision M	Additional TA /HLTA interventions for one to one and small group support in literacy, maths and social skills.	EEF one to one tuition shows moderate impact particularly if planned to complement day to day teaching, if delivered by a specialist teacher and if a structured, time-limited programme is used. Although not always delivered by a teacher, interventions are planned by QTS staff.	Provision will be mapped termly on a costed provision map. Pupil attainment and progress will be monitored termly at pupil progress meetings.	HT & DH	Provision Maps are reviewed each term. Pupil progress meetings held each term with the HT and DHT and each class teacher. Progress reported termly to governors by Subject Leads
Total budgeted cost					£2,549
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Sports coach to provide opportunities for pupil premium children to engage in sports activities at lunchtime at no cost	Half an hour lunchtime intervention 3 times a week.	Increase children's Team building with a love of cross country running. Reduce any incidents of negative behaviour. Improved work ethic to the start of the afternoon.	Speak to the children taking part as well as the staff on playground duty.	SJ/HT	Survey the teachers about pupil behaviour in the afternoon. Speak to the teachers on lunchtime duty to check the pupils are being considerate to each other.
Close the attendance gap between those eligible for PP and other pupils.	To monitor the attendance of PP pupils and take actions through direct work with parents e.g. reward systems/incentives.	First day phone calls have reduced absence rates in previous years.	Monitor attendance figures of all pupils each fortnight. Discuss impact of incentives with targeted pupils. Analyse all attendance and absence figures at the end of each term according to different groups i.e. gender, SEN, PP. Incentives for children- for 100% attendance each term & at the end of the school year.	CS/EE	Review attendance figures each term with full governing body.
Reduce reported incidents in class and on playground. Reduce impact on afternoon learning.	Additional one to one pastoral support for children with behaviour difficulties at lunchtime.	Planned programme of outdoor learning to build self-esteem and health. See EEF outdoor learning benefits.	A planned programme of activity tailored to individual needs.	Key Stage Leads	Monitoring of planned programme. Incident logs monitored to show reduction in incidents.
Medical needs are met and do not adversely affect learning.	Provide on-going medical support for pupils with conditions and support in writing health care plans with parents.	Some pupils' medical needs impact on their learning opportunities due to appointments, absence and feeling unwell. Having a person to discuss their needs and concerns with makes a difference to their confidence.	Via care plans – reviewee as needed. Discussion with medical specialists and parents.	HT/DH	Health care plans monitored at least annually with parents. Pupils' views sought as part of review.

Eligible pupils have same opportunities for enrichment activities as other pupils.	Provide funding for pupils eligible for pupil premium to go on day trips, take part in enrichment activities at school including music tuition or theatre trips.	Some pupils have very limited enrichment opportunities. This allows for planned enrichment such as music tuition, trips etc.	Monitor involvement and plan specific trips e.g. theatre experiences.	HT	Annual review of pupil involvement in trips, extra-curricular experiences etc.
Eligible pupils attend residential adventure holiday.	Provide funding for y5/Y6 pupils to attend residential adventure holiday at Llandudno & Ghyll Head.	Planned programme of outdoor learning to build self-esteem and health. See EEF outdoor learning benefits. Allows for PP pupils to take part.	Senior leaders to accompany trip and liaise with Ghyll Head & Llandudno. Staff to ensure the objectives for the trip are met.	CS/MK/ LL	Staff satisfaction survey following trip. Parent and pupil survey.
Total budgeted cost					£7,914.65

6.	7. Review of expenditure						8.
Previous Academic Year	2018-2019						£22,258
Identified Barrier to learning	Internal or External	How we intend to overcome the barrier	Our measure of success	Lead Person	Cost	Budget Category	
Children may have difficulty understanding new concepts.	Internal	TA specialist support in the classroom	Improved grades demonstrated at the end of the year.	SENCO	£ 4,850	Staffing - Support	

The child is not resilient, confident or have the necessary social skills, parents to develop skills in this area.	Internal	Educational Psychologist sessions	Improved resilience of all children involved with the EP.	SENCO	£ 420	Non Staffing Costs
The child is not being challenged enough in the classroom	Internal	Subscription to software licences, BUG Club, Abacus, Purple Mash, 3P Learning Mathletics, Times Table Rockstars, 2Simple Software. Practice papers for SATS, Twinkl resources, Literacy Shed, Grammar & Literacy Workbooks, White Rose Maths Resources, Reading Comprehension workbooks, Phonics on line, EYFS Exemplification video.	Grades and progress scores are improved	Head & Deputy	£ 8,605	Non Staffing Costs
Some children do not have a good start to the day and come to school tired and hungry	External	We have a fantastic Before and After School Club which provides toast and a drink in the morning, good childcare	Children feel safe and are well fed & are ready to learn.	Head & Deputy	£ 7,703	Staffing - Support
Improving the social & emotional behaviour	External	Provide funding for Y 5 & Y6 pupils to attend residential adventure holiday to Ghyll Head	A number of pupils were able to attend the adventure holiday as the costs were funded through pupil premium. Without this, they may not have been able to go. All pupils reported their enjoyment of the holiday and that they enjoyed new experiences which helped their confidence. The adventure holiday can be the first experience some children have had of a holiday. They loved the activities.	Head & Deputy	£ 680	Non Staffing Costs

Reduce reported incidents in class and on playground. Reduce impact on afternoon learning.	Internal	Additional one to one pastoral support for children with behaviour difficulties.	Fewer recorded lunchtime incidents. Improved attention reported during afternoon. Increased opportunities for social interaction for targeted pupils due to support from the adult.	Head SENCO/DH	£1300	Staffing - Support
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9. Additional detail

In order to be more effective we will:

1. Create a pupil premium strategy statement in order to be strategic in pupil premium spending and to be more specific when reporting on impact for individual pupils. The strategy will result in greater clarity and improved achievement due to the specific focus on spending. The strategy will be published on the website in September 2020.
2. The Head Teacher, SENCO & class teachers will meet termly to ensure all PP children with SEND receive appropriate support. The governing body will receive a written report each term from the HT. A governor will monitor the end of year website strategy report.
3. Measurable targets for pupils eligible for pupil premium will be set and agreed with class teachers. The progress of pupils eligible will be monitored termly by the HT and discussed at pupil progress meetings. The progress of pupils in each cohort will be available to governors in the HT's termly report.