

# Pupil premium strategy statement: Burston Primary School

1. Summary information					
School	Burston Primary School				
Academic Year	2018-2019	Total PP budget	£10560		
Total number of pupils	40	Number of pupils eligible for PP	8	Date for next internal review of this strategy	July 2019

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers	
A.	Across the school, pupil premium pupils have made less progress from their starting point than non-pupil premium in reading, writing and maths
B.	Some pupils in Class 1 have some speech and language delay, which is impacting on their progress
C.	Some pupil premium pupils are not attaining above expected outcomes
External barriers	
D.	Financial disadvantage that may prevent pupils from accessing extra-curricular activities

## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupils will make greater progress in-year than non PP pupils – measured through termly data collected	Progress data on Pupil Asset shows greater VA progress outcomes.
B.	Improvements in speech and language, which make it easier for the pupils to communicate their ideas (monitored by SENCo)	Pupils in KS1 are meeting age-related expectations
C.	By the end of the academic year, some PP pupils are achieving above expected or greater depth in attainment in either reading, writing or maths. Measured through summer term summative assessment	Some PP pupils achieving above expected on Pupil Asset, in line with their non PP peers
D.	All pupils eligible for pupil premium funding have the same opportunities to access extra-curricular opportunities	Uptake rates for extra-curricular activities are at least as high as non-pupil premium children.

#### 4. Planned expenditure

**Academic year**

**2018-2019**

The three headings below enable Burston to demonstrate how we 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 we will review implementation
Improved progress of potentially higher attaining pupils	Liaison with staff from other schools to look at practice and pedagogy	We have a network of professional liaisons with good and outstanding schools. The school to school support process is proven to work well and makes the most of the local expertise that exists in the area	Feedback at staff meetings to share resources and ideas.	HT	Termly, linked to pupil progress meetings
<b>Total budgeted cost</b>					£400

##### 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 we will review implementation
A. Progress rates for pupil premium children across the school in maths, reading and writing are higher than non PP pupils	1:1 and small group interventions with additional adults  Bespoke phonics sessions  Interventions  Daily targeted reading groups  Extension small group workshops	There is a strong empirical basis to show that targeted work from adults in small groups or 1 : 1 has the most impact on pupils' progress and attainment (see EEF Toolkit)  This is supported by liaising with headteachers in other schools and looking at their provision.	March and June assessment reviews and pupil progress meetings  Staff meeting review time to look at the impact of interventions.	Class teachers	Termly
B. In KS1 speech and language skills improve	1:1 speech and language intervention – daily Daily reading and phonics	Proven resources and the delivery of these on a daily basis	As above	Class teachers	Termly

C. Accelerated progress for more able pupils	Small group work with an adult x3 week, focusing on extending learning and understanding.	There is a strong empirical basis to show that targeted work from adults in small groups or 1 : 1 has the most impact on pupils' progress and attainment (see EEF Toolkit)  This is supported by liaising with headteachers in other schools and looking at their provision.	March and June assessment reviews and pupil progress meetings  Staff meeting review time to look at the impact of interventions.	Class teachers	Termly
<b>Total budgeted cost</b>					£9660
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When we will review implementation</b>
D.All pupils have the same opportunities for extra-curricular activities	Financial support for pupils to ensure that they are able to access opportunities.  Speaking to parents, to alert them to the opportunities that exist	Extra-curricular activities and trips have proven impact over a period of time. No pupil premium pupils should be disadvantaged in their access to opportunity.	Monitor the take-up rates of different clubs, activities and trips, to ensure that pupils have the opportunity to access. Speak to parents about engagement of pupil and level of enjoyment	Office team	Termly review of take up
<b>Total budgeted cost</b>					£500

