

Pupil premium strategy statement – Burlington Junior School

1. Summary information					
School	Burlington Junior School				
Academic Year	2017/2018	Total PP budget	£149160	Date of most recent PP Review	Dec 2017
Total number of pupils	480	Number of pupils eligible for PP	101	Date for next internal review of this strategy	March 2018

1. Current attainment			
2017 SATS results	<i>PP</i>	<i>End of year data for non PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS+ in reading, writing & maths	55%	65%	61%
% achieving the expected standard in reading	69%	78%	71%
% achieving the expected standard in writing	76%	86%	76%
% achieving the expected standard in maths	66%	84%	75%
<p>From 2012-2017 PPG pupils have generally made more progress than children from similar starting points as measured by value added indicators. As a result the attainment of PPG children has been positive, being in line with PP pupils nationally.</p>			

2. 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.	High EAL 62% For many children reading, writing and S and L is a greater challenge, especially to achieve greater depth.
B.	Progress made by children from their KS1 starting points. Progress in this area has fluctuated and needs sustained improvement. For example progress in maths for our disadvantaged children in 2015-2016 was 0.28 which then fell to -1.15 in 2017
C.	Raising the academic achievement and potential of our PP children. Increasing the number of PP children making Greater Depth in all years.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Children's personal experiences. PPG engagement with learning, homework and academic success is improving but needs greater consistency. Access to learning resources.
D.	Increased social, emotional and mental health issues affect a number of PPG children. Many PP children are also SEN or have other complex needs.

E	Tuition for grammar schools is popular in the local community which increases the gap between PPG children and non.	
3. Desired outcomes (<i>Desired outcomes and how they will</i>)		Success criteria
A.	Children meet the end of year expected aspirational targets and keep on their progress trajectory.	Each PP child has a planned trajectory which makes their progress pathway very clear. This is regularly monitored. This has been reviewed and updated January 2018 to allow for children not making expected progress to be flagged earlier and interventions and support to be directed with greater speed. PP children to make at least the same or better progress as their peers. Progress monitored termly with children expected to make a minimum of 1 point of progress
B.	Lowering the PP gap especially in reading and maths.	PP children to make progress in line with the non PP children. PP children who entered the school with a 2A or 3C (or expected) in writing to meet the criteria for Greater Depth. Teachers and TAs are skilled and trained to identify what the children need and make changes to their planning and delivery of lessons and support. All staff clear and acting upon the very next steps individual pupils require to make progress
C.	Closer scrutiny and challenge for the progress made by PP children in all years. This includes a local authority PP review January 2018. All teachers report on their progress and this is challenged in PP meetings held half termly (since September 2016) with the Head, Deputy and Assistant Head/ SENCO	The SLT are clearly aware which support packages make the most progress and teachers make the best use of these. PP children make higher rates of progress, particularly in Y6/5 to close the progress gap. The staff are clearly aware of the expectations regarding progress and have the time to close these gaps, reporting on the changes to stakeholders.
D.	Developing the behaviour for learning and aspirations of our PP children.	PP children regularly complete homework or attend homework club. PP children have regular access to computer based or on line learning – or attend clubs to do this. PP children have access to regular morning or lunchtime interventions (homework/ reading/ handwriting) to mirror the support that other children may receive at home. PP children are able to ‘feel’ like the others. PE kits, mufti days or support with school affairs, such as having the correct equipment, knowledge of important dates or assistance with projects. Year 6 PP children receive booster classes or small group tuition and progress is made to close gaps.

4. Planned expenditure					
Academic year		2017-2018			
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 ?
Greater academic support for all	EAL and TA support including phonics	Phonics support, including regular reading and writing, boost literacy skills. Some of our PP children are not supported to do this and so the school needs to provide this and model the benefits to learning. Whilst the Sutton Trust evidence does not show TA support to be particularly positive, in our school with our high calibre of TAs they are able to add a particular strength to the education of our individuals. The past PP gaps had closed significantly prior to assessment changes.	TAs and EAL teacher managed by the inclusion manager Staff training and monitoring to ensure that they have the skills to deliver high quality interventions. We continue to employ high calibre and highly educated TAs. A focus this year is on using key moments in lessons to target specific PP children by the TA. TAs feedback to staff and the SENCO about interventions and these are monitored based on both pupil engagement and the impact on their progress and self-esteem. TAs are involved in INSET training and follow on discussions to develop their practice. TA observations and peer monitoring to start in the Spring term.	SENCO	September 2017/ December 2017/ March 2018 Phonics groups continue with children making progress. The school is looking now to ensure these children don't miss out on reading comprehension skills through being in phonic sessions.
Closing learning gaps	Mentoring, close support 1:1 reading support from TAs and Beanstalk.	Conferencing and 1:1 discussions boost children's progress through targeted teaching and support. Having close communication and small manageable goals to achieve, leads to greater progress. Conferencing in class with children has a high impact on developing individual's progress. Sutton Trust.	PP meetings to challenge interventions Meetings with staff to look at the progress being made and the conferencing being given to each child. SLT to review the children receiving the support to ensure that it is targeted to make the best possible progress for all PP children. Data is being used robustly 2017-2018 to monitor gaps between PP and non. This enables SLT members to look at patterns and gaps in progress, justifying reasons and having open and frank discussions about successes and development areas. Teachers are responsible for reporting on attendance, engagement and progress seen during PP meetings. Further reading and mastery maths INSETs. New in school assessment of maths and reading 2017-2018.	Head/ Dep	September 2017/ December 2017/ March 2018 Support is targeted to the children making slow progress. Since September, tracking shows PP children making higher or similar progress compared to PP.
Total budgeted cost					£80,100

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?
Increasing the progress of our PP children	Small group tuition.	Targeted intervention prescriptive to the child's needs enables rapid progress to be made but at a high cost. Short sharp interventions to close specific gaps in understanding, which can affect further progress. Timestables- TT Rockstars and Athletics. Reading- support and extra guided reading. Writing- Small group work, specific to needs.	The teacher responsible for PP interventions in Y5/6 uses data specifically to target children and close gaps. Y5/6 lead meet with the teacher and discuss most effective strategies during these sessions to move on children's learning. The groups are very fluid and children do not remain in groups for prolonged periods. It is seen as a short sharp intervention (6 weeks maximum) to close specific gaps. Teachers are responsible for reporting on the attendance, engagement and progress of the children in their care. teachers have time to discuss progress, barriers to learning and next steps with the class teachers. PP reviews are used to look at the interventions being used and how effective they are.	TC for Y5/6 intervention groups. teachers Head/ deputy	Through PP meetings at the end of the 6 week block of intervention. October 2017 December 2017 February 2018 April 2018 May 2018 July 2018- Jan 2018 interventions are helping to close the PP gaps and increase progress especially in Y5/6
Raising the progress of our PP children	Boosting lessons. Children are taught in small groups of less than 10 which can be during, before or after the school day. For reading, writing and maths.	Children who are not meeting the expected standards are identified and placed in smaller groups. These groups are matched so that children with similar needs or barriers to their learning are taught together. This form of rapid intervention can be very successful in closing attainment and progress gaps.	The Y6 team collate the pupils into their groups and also receive feedback about the work taking place to allow a smooth transition of their work from a smaller group into whole class. Boosting is carried out by Y6 class teachers or staff who have taught Y6 in the last 2 years. Boosting is being carried out during various times to ensure good attendance. Before, during and after school times. Children will move groups once progress has been made, and may move to another session time if attendance is a barrier.	Y6 leader and Y6 staff Head/ Deputy	Children are selected and sessions started in Jan 18. Review May based on SATs results. Boosting had a positive impact.
Total budgeted cost					£35,060
ii. 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 ?

Provide the best possible learning resources	Additional curriculum resources and cover enable the school to provide a positive and stimulating environment.	The school invests in teaching and training to ensure that we have a high calibre of teachers joining the profession. The school invests in whole school INSET packages as these have a greater impact within the school where all staff are clear on the direction and expectations. The school uses Mathletics and TT Rockstars to boost timetables knowledge and fluency in maths.	Staff lessons and the learning environment is regularly monitored by internal and external stakeholders. Training of all staff is a key element in the school to ensure all children have equal access to a skilled and effective teacher/ TA. Middle leaders are responsible for reporting on the changes they have made in our SLT meetings. This way good or weak practice can be shared and challenged. Photos are used to help identify PP children in a large school. This means that children can be targeted specifically by any adult in the room. PP is a regular item to discuss with TAs and staff, to look for best ways to make a difference and close the gap. The school regularly monitors PP children, their work and attendance during PP meetings. Notes are recorded and available for all stakeholders.	SLT Head/ Deputy	September 2017/ December PP reviews carried out and recorded. 2017/ March 2018 An external PP audit in the Spring Term analysed the systems in school for tracking and challenging. The audit led to further training on the use of manipulatives.
Increase life chances	Family support through a number of non-academic offers. For example, meals, clubs, child care, behavioural and academic support, family outreach worker between the schools	Some of our PP children have barriers to their academic and social success. A number of things take place in school to reduce their barriers as much as feasibly possible. This includes supporting them through difficult times both emotionally and financially and also developing a closer relationship to allow problems to be shared and acted upon using mutual understanding, discretion and trust. ELSA training has been delivered to provide counselling to children.	The Family Outreach worker employed between the two schools has weekly meetings with the SLT of both schools. A termly meeting is held across the two schools to look at successes and barriers. Class teachers are aware of the packages of emotional and social support that they can use to support the children and families. These are reported in the half termly PP meetings. The family outreach worker is also providing ELSA support in school alongside some TAs. The family outreach worker is formulating a shared attendance policy between the Infant and Junior school . Family outreach worker monitors attendance but also spends time with the Headteacher on the gates to discuss and identify any lateness.	TE/ MB / PU	September 2017/ December 2017/ March 2018 A shared absence policy has been created. ELSA and breakfast support started by the Family Outreach worker.
Total budgeted cost					£34,000
Additional Support					
Total budgeted cost					£149,106

Review of expenditure 2017-2018

There were 31 disadvantaged pupils in Year 6 this year. Of these, 18 (58%) achieved the expected standard or above in reading, writing and mathematics, which compares to the national average of 67% for non-disadvantaged pupils. The progress scores for this group were +0.1 in reading, +2.8 in writing and +1.6 in mathematics, indicating that pupils make stronger progress than the national average (0.0) in all three subjects.

This shows a big improvement on the previous academic year in all subjects where the progress scores for the disadvantaged children were:

-1.9. for reading

1.6 for writing

-1.2 for maths