



## Pupil premium grant planned expenditure: 2018/19

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children. Pupil Premium provides schools with funding to challenge underachievement by setting up additional support for our most vulnerable children. The intended effect of this funding is to accelerate progress and raise attainment in schools. In most cases Pupil Premium is allocated to schools according to number of children on roll that are:

- Free School Meals
- Looked After by the Local Authority
- Children of Armed Service Personnel

It is for schools to decide how to spend the Pupil Premium effectively, as they are best placed to identify what additional provision needs putting in place for individuals and/or groups of children.

At Burntstump Seely C of E Academy we support all our pupils. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required, irrespective of their background. The School Leadership Team and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium.

<b>Summary Information</b>					
<b>School</b>			Burntstump Seely C of E Academy		
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	Estimated £18 480 <small>Based on January census with 14 eligible children</small>	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils</b>	95	<b>Number of pupils eligible for PP</b>	10	<b>Date for next internal review of this strategy</b>	Sept 2019

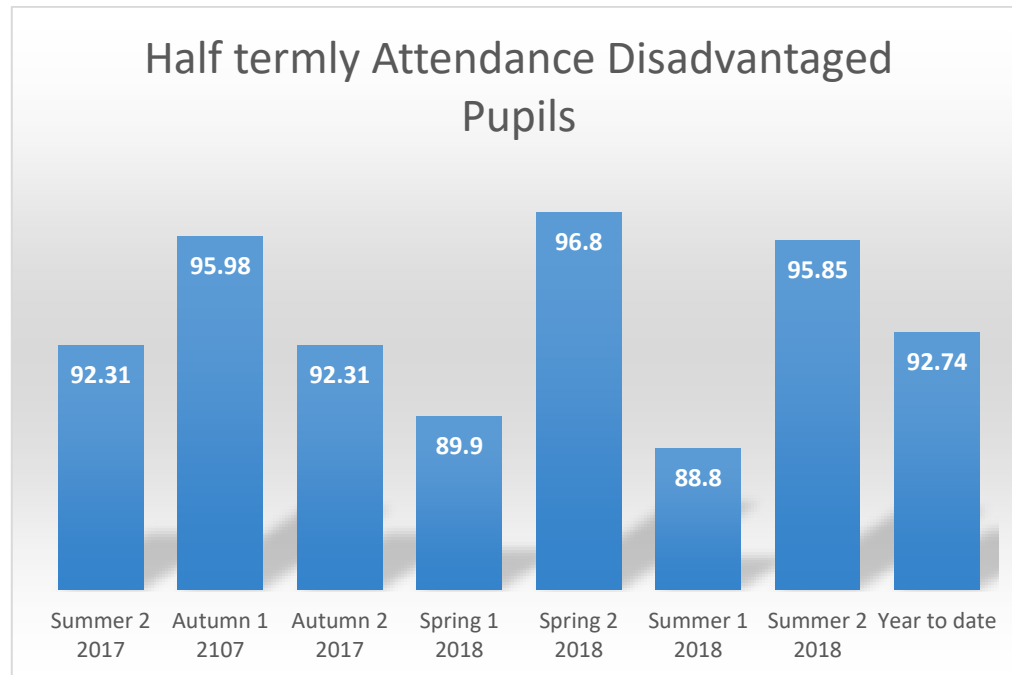
<b>Outcomes from Summer 2018 data:</b>			
<b>Key Stage 2 – End of Year 6</b>	<b>Disadvantaged Pupils School</b>	<b>Non-disadvantaged Pupils School</b>	<b>Non-disadvantaged Pupils National 2017</b>
<b>% achieving expected standard or above in reading, writing and maths</b>	<b>50%</b>	<b>38%</b>	<b>65%</b>
<b>% achieving expected standard or above in reading</b>	<b>75%</b>	<b>44%</b>	<b>71%</b>
<b>% achieving expected standard or above in writing</b>	<b>50%</b>	<b>56%</b>	<b>76%</b>
<b>% achieving expected standard or above in maths</b>	<b>50%</b>	<b>78%</b>	<b>75%</b>
<b>Key Stage 1 – End of Year 2</b>	<b>Disadvantaged Pupils School</b>	<b>Non-disadvantaged Pupils School</b>	<b>Non-disadvantaged Pupils National 2017</b>
<b>% achieving expected standard or above in reading</b>	<b>100%</b>	<b>63%</b>	<b>79%</b>
<b>% achieving expected standard or above in writing</b>	<b>100%</b>	<b>71%</b>	<b>72%</b>
<b>% achieving expected standard or above in maths</b>	<b>100%</b>	<b>64%</b>	<b>79%</b>
<b>% achieving expected standard in Phonics Screening – Year 1</b>	<b>0%</b>	<b>91%</b>	<b>81%</b>

In Y6 disadvantaged pupils need accelerated progress to be close to last years' National figures for non-disadvantaged pupils in maths and writing. Intervention and additional support for reading has proven effective for this vulnerable group. . CPD for teachers has included the teaching and assessment of writing and raising awareness of our disadvantaged pupils throughout school.

Our disadvantaged pupils in Y2 achieved higher attainment percentages than our Non-disadvantaged pupils following this years' statutory assessments.

### Attendance for 2017 -2018

Attendance for this group has dropped this year with 27% persistent absentees and no disadvantaged pupils on 100%. Absence is mainly due to illness. This will be a priority on our improvement plan 2018-2019.



<b>Barriers to future attainment (for pupils eligible for Pupil Premium, including high ability)</b>		
<b>General in-school barriers</b>		
A.	Poor basic skills, including communication and language skills resulting in poor progress for some disadvantaged pupils	
B.	Social, emotional and mental health needs which impacts on their resilience, self-esteem and self-confidence	
C.	40% of disadvantaged pupils are on the SEN/D register	
<b>General external barriers</b>		
D.	Attendance is below that of non-disadvantaged pupils	
E.	Wellbeing – pupils sometimes don't have the same opportunities or levels of care as non-disadvantaged peers	
F.	There can be a lack of educational support and aspiration	
<b>Desired outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
A.	Children make expected or better attainment in reading, writing and maths.	Differences seen on entry are diminished over time Disadvantaged pupils achieve in line with non-disadvantaged pupils
B.	Children have improved emotional intelligence and are able to build and maintain relationships with peers, to talk about feelings and resolve disputes sensibly.	Children retain more friendships and have less fall-outs Children need less support in class time to resolve friendship issues

	Behaviour is conducive to learning.	Red cards/exclusions reduced
C.	Children with additional needs are given high quality, individualised support Provision for SEN/D pupils is fully in line with new Code of Practice	SEN/D disadvantaged pupils make the same rate of progress as non-disadvantaged peers
D.	The attendance of disadvantaged pupils improves	Reduction in the no. of persistent absentees among disadvantaged pupils. Attendance for the children is in line with national at 96%
E.	Opportunities for enrichment supported/provided. Relationships between school and parents are strong. Welfare issues are addressed in partnership with families and other agencies as necessary	Disadvantaged pupils involved in enrichment opportunities Fewer welfare issues are recorded for disadvantaged pupils
F.	Pupils are resilient. They are supported with their learning and talk with enthusiasm about their academic future Targeted pupils are supported by a known adult	Disadvantaged pupils talk openly and positively about their education and ambitions

Planned expenditure				
Academic year		2018/19		
How will Pupil Premium be spent in 2018/19?				
Desired outcome	Chosen action & rationale	Success criteria	Approximate cost	Staff lead
A Children make expected or better attainment in reading, writing and maths.	1:1 daily readers with midday supervisors and/or teacher	Disadvantaged pupils reading outcomes match that of non-disadvantaged peers	£3000 (£300 per child)	CS
	Reading Tutor ½ termly review with teacher	Disadvantaged pupils make good or accelerated progress from their starting points in reading.	£200	SI
	Switch on Reading	Disadvantaged pupils make good or accelerated progress from their starting points in reading.	£771 (£257 per child – 3 children)	CS
	Targeted 1:1 support in class for disadvantaged pupils during maths and Literacy lessons. (10 – 20 mins per day)	Disadvantaged pupils make good or accelerated progress from their starting points in writing and maths.	£9000	HG/CS
	Academy Improvement Plan Priority and Appraisal objectives linked to pupil outcomes all focus on PP groups within classes – Raise the profile of	Differences diminished across the school		HG

	disadvantaged pupils and accelerate progress			
<b>B</b> Children have improved emotional intelligence and are able to build and maintain relationships with peers, to talk about feelings and resolve disputes sensibly. Behaviour is conducive to learning.	SENCo used to support particular individuals in class and in playground – Increase engagement and social inclusion with nurture groups and 1:1 work as necessary.	Targeted pupils are included and make good progress academically. Incidents reduced. Less teaching time/management time taken up resolving petty disputes	£1430 (2 hours per week allocated)	CS
<b>C</b> Children with additional needs are given high quality, individualised support Provision for SEN/D pupils is fully in line with new Code of Practice	Phonics Intervention/Booster groups twice weekly with CS - Accelerate progress of disadvantaged pupils in R/KS1 with phonics  Weekly Fun Fit session with specialist instructor  SENCo given additional non-contact time – Improve provision for SEN/D pupils by allowing full implementation of actions outlined in SEN/D review (eg develop Teacher/TA communication, monitoring of ISPs, target setting, involvement in data analysis, tracking of progress and monitoring impact of intervention groups)	Disadvantaged pupils match non-disadvantaged peers in phonics screening check. Y2 resits pass the test.  Gross motor skills improved.  Actions from review all embedded and new Code of Practice followed fully. Differences between SEN/D pupils and their peers diminish. Disadvantaged children are given the additional support they require	£720 (1/2 hour, twice a week)  £1287 (£429 per child for 3 children)  £500 ( 1 day per half term)	CS  CS  CS

<p>D</p> <p>The attendance of disadvantaged pupils improves</p>	<p>Head targeted at improving attendance for certain disadvantaged pupils – Working with pupils and families to improve engagement and attempt to overcome barriers</p> <p>In depth analysis of attendance and lateness figures for disadvantaged pupils completed with targets set for improvement – Teachers involved in tracking attendance of disadvantaged pupils and helping to support improvement</p> <p>Meet and greet provided to encourage attendance/punctuality of targeted disadvantaged pupils.</p>	<p>Attendance gap for disadvantaged pupils closes.</p> <p>Fewer disadvantaged pupils are persistent absentees</p> <p>Targeted children are in school regularly and on time</p>	<p>£866</p>	<p>HG</p> <p>HG</p>
<p>E</p> <p>Opportunities for enrichment supported/provided. Relationships between school and parents are strong. Welfare issues are addressed in partnership with families and other agencies as necessary.</p>	<p>Subsidies provided for educational trips and residential visits for disadvantaged pupils – Attendance on such experiences is encouraged and financially supported. Music tuition and instrument hire provided for disadvantaged pupils – Providing opportunities that may otherwise be out of reach</p> <p>After school sports club provision</p>	<p>All disadvantaged pupils attend class trips and Year 5/6 residential.</p> <p>All KS2 disadvantaged pupils have violin or trumpet lessons.</p> <p>The majority of KS2 disadvantaged pupils are members of the school choir</p> <p>The majority of disadvantaged pupils regularly attend the after school sports club.</p>	<p>£500</p> <p>£40 (voluntary parental contribution is £10 per child)</p> <p>£500</p>	<p>HG</p> <p>HG</p> <p>SG</p>
<p>F</p> <p>Pupils are resilient. They are supported with their learning and talk with</p>	<p>KS2 weekly discussion group to improve confidence in speaking and listening/imaginative play ( 1 hour a week for ½ year)</p>	<p>Children gain confidence and are able to play/interact more naturally with peers.</p>	<p>£360</p>	<p>CS</p>



enthusiasm about their academic future Targeted pupils are supported by a known adult.	Challenge Club/Ethics and Philosophy debating club for upper KS2 HA children ( 1 hour for ½ year)	HA disadvantaged pupils gain confidence to challenge themselves and improve resilience when attempting difficult tasks.	£360	CS
	1:1 weekly intervention for self-esteem with CS – targeted child	Child has raised self-esteem and approaches work and friends more positively.	£180	CS
Other	Head Teacher is Pupil Premium Lead. Teachers and PP leader are clear what needs disadvantaged pupils have, what support/interventions they are receiving and where additional help is required	Strategy is communicated to relevant stakeholders. Actions are facilitated and monitored closely. Impact is evaluated and changes made as required Individual monitoring flags where additional support is most needed and allows evaluation of individual and whole school practice		HG
		Total Cost	£19 714	

## Review of last year's spending

The key academic outcomes are presented at the beginning of this statement.

Pupil Premium spending is not simply about academic performance. It is also targeted at improving the wellbeing of disadvantaged pupils. As you can see from the allocation of money, we deliberately focus a significant proportion on wellbeing. It is more difficult to measure the impact of such spending, but we think it is a vital part of our expenditure. This was the case last year also:

- We are pleased to report that disadvantaged pupils took the opportunity to learn to play a musical instruments and participated in the choir, singing in the Mansfield Music Festival and the Arnold Carnival.
- The vast majority of disadvantaged pupils participated in the Year 5/6 residential.
- 8 disadvantaged pupils took advantage of the after school sports club

This strategy will be reviewed September 2019 in order to allocate funds for 2019-2020.