

**West Butterwick C of E Primary School Pupil Premium Strategy for 2018/2019**

**Summary Information (January 2018 census)**

Total number of pupils: 45

Number of pupils eligible for pupil premium: 11

Total pupil premium budget for 2018/2019: £12,860

**Attainment (July 2018) for End of Year 6 May 2018 SATs outcomes – pupils in Year 6 in total**

	West Butterwick's pupils eligible for pupil premium 4/6 (67%)	West Butterwick's pupils not eligible for pupil premium 2/6 (33%)	Local Authority Average for pupils not eligible for pupil premium (ASP data)	National Average for pupils not eligible for pupil premium (ASP data)
<b>Percentage achieving 'the expected in 'combined' reading and writing and maths (Year 6 in July 2017 SATs results)</b>	1/4 (25%)	2/2 (100%)	72%	70%

**Disadvantaged End of Year Attainment based on Summer Term 2018 outcomes YR – Y6**

Year Group	Pupils in cohort	PP pupils	Reading ARE	Writing ARE	Maths	Combined
<b>R</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>1</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>2</b>	<b>8</b>	<b>3</b>	<b>3 (100%)</b>	<b>2/3 (67%)</b>	<b>2/3 (67%)</b>	<b>2/3 (67%)</b>
<b>3</b>	<b>7</b>	<b>1</b>	<b>1 (14%)</b>	<b>0</b>	<b>1 (14%)</b>	<b>0</b>
<b>4</b>	<b>8</b>	<b>4</b>	<b>3 (38%)</b>	<b>1 (13%)</b>	<b>1 (13%)</b>	<b>1 (13%)</b>
<b>5</b>	<b>2</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>6</b>	<b>6</b>	<b>4</b>	<b>3 (50%)</b>	<b>2 (33%)</b>	<b>2 (33%)</b>	<b>1(17%)</b>

ARE = Age Related Expectations

**The effect of the Pupil Premium expenditure for 2017/2018 on eligible and other pupils** (for allocation of funding see page 8):-

- Outcomes for Pupil Premium and **Non Pupil Premium** pupils across the school for 2017/18 Summer Term (A.R.E = Age Related Expectations)

Reading ARE	70%	<b>71%</b>
Writing ARE	30%	<b>71%</b>
Maths ARE	30%	<b>81%</b>
Combined ARE	20%	<b>62%</b>

- Outcomes for Disadvantaged pupils in Key Stage 2 SATS 2018

4/6 (67%) pupils in Y6 May 2018 were disadvantaged (M= Maths R = Reading Wr = Writing) EXS = Expected Standard GDS = Greater Depth

Pupil	KS1 M	KS2 M	Score	KS1 R	KS2 R	Score	KS1 Wr	KS2 Wr
A (also SEN)	2b	ARE	108	2b	EXS	107	1	WTS
B (also SEN)	2c	WTS	98	2b	ARE	105	2c	EXS
C	3	ARE	108	3	ARE	106	2b	EXS
D (Also SEN)	2b	WTS	95	2b	WTS	92	2c	WTS

Pupil Premium analysis of data :

**maths** outcomes – Pupils C & D who were 2b and 3b at KS1 did not make expected progress.

**reading** outcomes – Pupils C & D did not make expected progress in Reading.

**Writing** outcomes – Pupil B who was L2c for Writing made good progress to reach EXS.

Pupils A, B and D are **both disadvantaged and SEN**. Pupil B made good progress in Writing. Pupil A made good progress across the board, as they exceeded FFT target scores for R, GPS and Maths. However, Pupil A did not manage 'combined' EXS as they attained WTS in Writing (L1 in KS1). Pupil B also made good progress due to exceeding or meeting FFT target scores for R, GPS, M and Wr . Pupil B did not manage 'combined' due to WTS in Maths (L1 in KS1). Pupil D did not make expected progress in Reading, GPS or Maths (the gap widened for this pupil in KS2). An EHCP assessment was put forward at the end of Year 5 but was not successful.

**Barriers to future attainment as identified September 2018**

- Deprivation of language and vocabulary development on entry into the Foundation Stage-this impacts on every area of learning
- Low attendance levels – this impacts on ability to access learning - Attendance below 95% for 20% (3/15) pupils in previous academic year
- Limited emotional resilience and low self-esteem (becoming more apparent in Key Stage 2) - this impacts on ability to rise to the challenge of more stretching academic activities
- Limited opportunities to access a broad experience of different activities, particularly physical educational activities and musical/creative
- Lack of access to a structured morning routine and healthy breakfast for some pupils-this impacts on ability to focus and concentrate during morning lessons
- Impact of domestic abuse and neglect for a number of identified pupils-this impacts on ability to concentrate and to learn
- Low attendance levels -this impacts on ability to access learning
- Low aspirations and lack of support re 'home / school partnership learning' – this impacts on pupil’s aspirations for self and is also linked to low self-esteem

**Strategies Plan for Raising the Attainment of Disadvantaged Pupils**

**Early Years (FS1 & FS2) 2018 – 2019 - £2940**

<b>Focus</b>	<b>Barriers to Learning</b>	<b>Desired Outcomes</b>	<b>Success criteria</b>	<b>Chosen Strategies inc planned expenditure</b>	<b>Evaluation of Impact</b>
To support engagement	Lack of engagement and poor attention span / weak	Child is more actively engaged in learning through	Pupil acquires basic skills in maths and a more secure	Assistive technology – iPad	

and achievement in phonics and maths basics for children to develop these skills independently	concentration	the use of technology	base in phonics and this supports better outcomes for 'good level of development' re Early Learning goals	and apps iPad and robust storage case <b>£500</b>  Start to Write Programme <b>£191</b>  Phonics targeted support <b>£296</b>  Maths targeted support <b>£296</b>	
Speech and Language support	Lack of vocabulary (words and phrases)  Undeveloped sounds so that speech is difficult to understand	Child's speech is more easily understood by peers and adults  Communication is more effective and understanding is increased	Child can organise ideas in order  Child can find the right words to be able to say what they want to be understood  Use of correct sounds so that speech is understood	Individual weekly speech and language programme delivered by a teaching assistant, supported by Speech and Language Service for impact and review = <b>£630</b>	
Enhance role play resources to support social skills and imaginative writing	Lack of role play opportunities /resources in the home	Pupils have role play available as 'free flow' and 'continuous provision' in educational setting	Child has good quality provision for imaginative play linked to child's interests / topics in school in support of reaching a good level of development	Role Play Area is accessible in the setting  Enhanced Role Play resources = <b>£100</b> are enhanced and well matched to the pupils' interests	

				/ themes Construction Resources <b>£100</b> Additional board games <b>£30</b>	
Physical Development and Managing Relationships	Lack of opportunities out-with school to engage in team sport and physical fitness activities	Pupils engage in activities that support them in developing gross motor control and they form positive relationships with other adults and children	Pupils show good control and coordination in large movements.  Pupils develop skills that enable them to interact well with other people	Minikicks Sessions (30 min session, weekly) = <b>£1,365</b>	

### Year 1 – Year 6 2018-2019

Focus	Barriers to Learning	Desired Outcomes	Success criteria	Chosen Strategies	Evaluation of Impact Termly
Emotional wellbeing / mental health support	Low self-esteem, low confidence, anxiety, behaviour concerns, poor body image and low mood	Improvements to emotional wellbeing based on a personalised tailored action plan for each pupil accessing the Get Ahead Wellbeing Programme	Pupils make small, gradual and targeted changes with the support of a mentor / role model via the Get Ahead Wellbeing Programme.	Get Ahead Wellbeing Programme 1-1 and small group = <b>£1,150</b>	
Making Friends / Social Support / understanding healthy lifestyle/ improve	Lack of opportunities for social group activities	Improvements to communication and social skills  More secure friendships	Greater understanding of healthy lifestyle with improved self-confidence and increased abilities to work better as part of a team with peers	Mini Kicks programme = <b>£1,365</b>	

communication skills					
Improve writing outcomes with a focus on grammar punctuation and spelling	Low confidence, poor motor control, poor attendance (missed learning sessions)	Increased % of pupils attaining ARE and GDS at end of KS2 for GPS  Increased % of pupils who are performing at or above age related expectations for GPS in-year (termly assessments)	Gap in expected standard in writing and GPS, between disadvantaged pupils and 'others' reduced by 20% percentage points (small cohorts)  Gap at present (Sept 2018) :  Writing – 42%  GPS – 21%	Motor control support programmes  Spelling programmes  Extra lessons / GPS booster sessions (before school)  Adult Support = <b>£1,131</b>	
<b>Focus</b>	<b>Barriers to Learning</b>	<b>Desired Outcomes</b>	<b>Success Criteria</b>	<b>Chosen Strategies</b>	<b>Evaluation of Impact Termly</b>
Improve Numeracy basics	Low confidence, lack of resilience, poor attendance (missed learning sessions)	Increased % of pupils attaining ARE and higher scaled scores at end of KS2  Increased % of pupils who are performing at or above age related expectations for Maths in-year (termly assessments)	Gap in expected standard in maths, between disadvantaged pupils and 'others' reduced by 20% percentage points (small cohorts)  Gap at present (Sept 2018)  Maths – 41%	Extra lessons / Maths booster sessions (before school)  Adult Support = <b>£1,131</b>	
Improve parental engagement with supporting school work and aspirations	Lack of confidence in own abilities  Negative associations with school/education	Parents support their children in developing a positive attitude towards school, with a strong work ethic	Parents attend the info sessions	Parent/teacher meetings and info sessions ie Phonics, Maths, Work Sharing  Early Help meetings	

				<b>No cost</b>	
Foster unique talents and interests	Affordability	Pupils benefit from specialist teaching relating to extra-curricular activities  Pupils' interests and talents are nurtured with progress and success in these areas	There is 85+% uptake by pupils for the clubs linked to their talents	Music provision / instrumental tuition =  <b>£3,967</b>	
Improve attendance and 'Lates'	Family situations	Pupils' attendance improves further	Attendance for pupils increasing term on term to 95+% a & lates reduction	termly monitoring, target setting, Early Help - no cost	
Supporting pupils in 'Growing Up Safe'	Family Circumstances  Challenging family dynamics and relationships	Age appropriate Relationships and Sex Education is delivered in school, with parent info sessions and CPD for staff	Pupils are well supported via R & S Ed at school in growing up safe, healthy and happy	<b>Big Talk Education</b> <b>£253</b>  <b>PSHE new scheme</b> <b>£150</b>	
To enhance pupils' self-esteem and resilience  Improve parental engagement with supporting school work and aspirations	Low aspirations in the home, disorganised / chaotic home circumstances	To develop and establish effective practical ways to develop resilience and engage families in this	Pupils are better able to embrace challenge and keep going when things are tough.  Achievement is increased through 'growth mindset'  Parents are more informed and supported in helping their children to achieve and succeed	Whole School CPD on Resilience and Growth Mindset October 2018 <b>£400</b>	

**Review of Expenditure (2017/2018)** In 17/18 we anticipated £13,780 based on 12 pupils . We received £13,780.

Anticipated spend totals	£
1. Continuation of specialist music provision including instrument tuition and singing lessons (L.A Peripatetic Music Service SLA)	1. £4,630
2. Continuation of targeted mental health support in schools programme	2. £681
3. Additional staffing for enhanced transition programme to secondary school	3. £4,508
4. Anticipated subsidies re payments relating to educational visits & associated transport specifically for PP children	4. £200
5. Additional support staff for enhanced support in Literacy and Numeracy Years YR, 1 & 2, Years 3 & 4 and Years 5 & 6 (early morning lessons)	5. £2,254
6. PE kit	6. £100
7. Additional support staff for enhanced pupil:adult ratio for Y3 – Y6 Lit/Maths sessions	7. £6,943
	£19316

**2017/18 outcomes**

Desired Outcome	Chosen Approach	Estimated Impact	Lessons Learned	Approximate Cost
Continuation of	Peripatetic Music Service (North	Pupils have an opportunity to learn a tuned instrument	Children are encouraged to practise	£4,630

specialist music provision including instrument tuition and singing lessons	Lincs)	(ukulele and recorder), perform and share their acquisition of skills in this area and benefit from enhanced self confidence	recorder to maintain standard in between lessons	
Additional Staffing for enhanced transition programme to Secondary School	Additional dates are negotiated for Year 6 pupil's transition with adult support provided	Pupil feels less apprehensive about moving to Secondary School and has established some positive relationships with Secondary school staff and is more familiar with the Secondary school accommodation.	Continue to develop relationship between primary school and the new members of the Pastoral Team at Secondary School	£4,508
Anticipated subsidies for extra curricular opportunities and associated transport costs	Financial barriers experienced by parents are overcome and pupil(s) can access an increased number of extra-curricular activities	Pupil(s) experience a wider range of educational experiences and have greater 'breadth' of experience and access to 'extra-curricular experiences' ie physical education based opportunities and activities	Continue to promote physical education-based opportunities as this is assisting in the reduction of obesity in children	£200
Additional Support Staff to enhance provision for Literacy and Numeracy sessions for targeted support in Years 1 – 6 1&2, years 3&4 and Years 5 & 6	Provision Maps and Interventions require additional 'man power' to deliver, assess and evaluate this 'targeted support for a number of pupils who are vulnerable to underachievement – this support is maths/English based	Pupils benefit from an increased amount of 'precision teaching' with the intention of accelerated progress – Early morning sessions for both Infants and Juniors	Continue to evaluate the targeted support in terms of 'most effective strategies' ie EEF toolkit & Sutton Trust and seek out 'best practice' in other schools. Explore 'growth mindset' as a learning tool for enhancing learner engagement and achievement Pupils are reliable for attending for their early morning 'extra' lessons, as the parents involved are committed	£9,197
Pupils have the right equipment so that they are 'ready to learn'	PE kit for a number of pupils who do not bring kit	Pupils are able to access the PE curriculum throughout the school year	Continue to monitor which pupils do not have the correct kit	£100
Emotional wellbeing / mental health support	Reduction for pupils in low self-esteem, low confidence, anxiety, behaviour concerns, poor body	Pupils make small, gradual and targeted changes with the support of a mentor / role model via the Get Ahead Wellbeing Programme.	Get Ahead Wellbeing Programme 1-1 and small group impact reports show that this programme is having a positive impact on 100% of participants	£681

	image and low mood			
--	--------------------	--	--	--