

## Burnopfield Primary School – Pupil Premium impact 2019-2020



Summary of Information			
Academic Year	2019-2020	Total PP Allocation	£111,580
Total number of pupils	421	Number eligible for PP	84 - 20%

### **Summary of main barriers to educational achievement faced by eligible pupils within the school.**

Attendance – attendance throughout school has improved over the past years however pupil premium attendance is still lower than non-pupil premium children by 3.4%

Social and emotional difficulties – a significant proportion of children in school eligible for pupil premium have a variety of social and emotional needs. These negatively impact on their ability to experience positive relationships and social experiences outside of class time. These can damage children's self esteem resulting in lower engagement in lessons and greater behavioral needs.

Basic skills and low starting points – pupil premium eligible pupils are more likely to enter school at below age related expectations due to a lack of life experiences. The gap begins in the early years and is already evident when children begin school aged 5. The gap grows wider at every following stage of education: it more than doubles to 9.5 months by the end of primary school <sup>^</sup>(EEF Attainment report)

Reading difficulties – pupil premium pupils are more likely to enter school with reading skills below those expected for their age as they have lacked the opportunities to encounter a range of vocabulary. Phonic knowledge is often also below expected. There is a proportion of pupil premium children who are identified with specific problems following screening for dyslexia and dyscalculia. The difficulties in reading impact on their progress across the curriculum, particularly in maths where reasoning and problem solving depend on good comprehension skills.

### Attainment of PP children 2020

	Pupil Premium			Non Pupil Premium			
EYFS	School	National	Difference	School	National	Difference	School gap
GLD	81%	72%	-9%	77%	72%	3%	-4%
<b>Year 1</b>							
Phonics	73%	71%	15%	91%	84%	7%	18%
<b>Year 2 (5 Children)</b>							
Expected Standard Reading	80%	62%	18%	93%	78	15%	13%
Expected Standard Writing	60%	55%	5%	93%	73	20%	33%
Expected Standard Maths	60%	62%	-2%	95%	79	16%	35%

<b>Year 6 (9 Children)</b>							
Expected Standard Reading	78%	62%	16%	93%	78%	15%	15%
Expected Standard Writing	100%	68%	32%	96%	83%	13%	-4%
Expected Standard Maths	78%	67%	11%	100%	84%	16%	22%
Combined RWM	66%	51%	15%	91%	71%	20%	25%

National averages taken from 2019 results\*

<b>Barrier to Learning - Basic Skills</b>			
	Cost	Focus	Impact
<b>1.0 x 1 support staff HLTA</b>	£30,378	Input of experienced HLTA into early years to improve interventions across EYFS. Focus on ELG's communication and language, physical development and mathematics. Primarily in outdoor provision	Vastly improved outside area with focus on physical development. Use of early numeracy and communication language approaches 89% of PP children were on track for GLD pre COVID-19 lockdown
<b>0.1 x 2 support staff to deliver movement groups</b>	£4940	Group support for physical skills in the Foundation Stage and Year 1	Improved progress of PP reaching expected standard in Moving and Handling in Foundation Stage and Year 1. Impact also shown in accelerated progress and attainment in writing. Physical development approaches which have had evidence to accelerate learning.* 89% of PP children were on track for Physical development GLD pre COVID-19 lockdown
<b>SLA for movement group to assess children</b>	£600	To assess children and plan appropriate learning to meet their needs	KS2 writing scores for PP children is their greatest success. 100% of pp children reached the expected standard. KS1 writing at the expected standard but the addition of a new child has lowered this. Would have been 75% of children who accessed the movement group
<b>Early bird interventions 1 hour x 3 for 5 TA's</b>	£7,601	TA's providing support with reading outside of the school day for 30 mins daily and during the school day.	Low attainers and FSM children made the most progress in Year 2 prior to COVID-19. improvement of 23% of previous low attainers working at ARE. 94% of pp children now working at ARE. increase of 13% from EYFS.

<b>Barrier to Learning - Reading difficulties</b>			
	Cost	Focus	Proposed Impact
<b>Lunchtime Supervisors additional 5 hours each week</b>	£2,650	1 hour each day focus on key words, phonics and hearing individual reading in Reception.	Phonics scores in school were predicted to maintain at 91% 8 out of 11 pp children were predicted to pass.
<b>Toe by Toe TA 0.1 per week TA to work with individual children with reading difficulties</b>	£2,348	Children with significant reading difficulties where other interventions have not had the desired impact.	All the children who accessed Toe by Toe made accelerated progress and improved reading ages
<b>Screening for Dyslexia and Dyscalculia, CAT and BPVS tests.</b>	£1,050	To identify children's needs to provide appropriate intervention	Pupils identified for appropriate support and intervention as detailed in this plan.
<b>KS1 phonics intervention 3 hours TA per week</b>	£1,904	To target individual children with basic phonics acquisition as required.	73% of pp children were predicted to pass their phonics test. This was improved from 17% of pupil premium in EYFs leaving in REading ELG.
<b>Barrier to Learning - Social and Emotional Difficulties</b>			
Service	Cost	Focus	Impact

<b>Counsellor 1 day a week</b>	£6,650	To provide social, emotional, behaviour and anger management for small target group of children from a trained professional.	Exclusions prevented and reduced behaviour incidents throughout the year. Emotional needs of vulnerable children met throughout lockdown with frequent access to counsellor via phone calls
<b>Lego Therapy 0.1 TA</b>	£2,348	To target communication skills, attention, turn taking and collaborative problem solving.	Reduced number of behaviour incidents in school. Children who accessed this made good progress.
<b>Memory skills 0.1 TA afternoon</b>	£2,348	To improve memory for those with specific difficulties in this area.	Increased speeds of times tables throughout KS2 shown on TT rockstars. Voluntary Times tables screening result in year 4 showed that most children knew their times tables. Spelling scores improved in school assessments Exit tickets show retention of key facts
<b>Attendance 3 hours per week</b>	£2,925	Attendance Officer employed to provide focussed communication with parents of persistent absentees enabling early intervention and close working relationship.	Reduction in the number of persistent absentees amongst pupil premium eligible pupils. Improving attendance of eligible pupils as a cohort. Social and emotional learning has shown to have a moderate impact.*
<b>Mindfulness 0.1 HLTA</b>	£2,794	Pupils struggling with anxiety, stress, anger or mental health difficulties to enable them to overcome these barriers.	Children who attended mindfulness have had reduced behaviour incidents.
<b>Crisis Response and Behaviour Support SLA</b>	£2,000	To provide specialist support for a small number of children presenting with challenging behaviours.	Prevent exclusions. Give pupils strategies to manage their behaviour, thereby reducing disruption in their own and other's learning. Behaviour interventions have shown to have a moderate impact.*
<b>Relax Kids</b>	£1,540	To provide support and helpful strategies to pupils who find anxiety a barrier to learning and positive social interactions.	REduced number of behaviour incidents and referrals for counsellor. Continued through lockdown for key worker/ vulnerable children

<b>Barrier to Learning - Starting points below peers</b>			
	Cost	Focus	Impact
<b>KS2 0.5 2 TA Maths and English to increase instant feedback.</b>	£25,000	Provide early intervention during lessons for identified groups of children in KS2 for reading and maths.	Children have on average made an increased scale score. KS1 results had 50% reading 33%writing 17% maths KS2 78% reading and maths 100% writing Accelerated progress shown through KS2of PP children
<b>Year 2 intervention for Maths and English. 0.3 TA</b>	£7,043	Provide intervention for identified groups of children in Year 2 for reading and maths.	Targeted children made the expected standard. PP children 80% made ARE in reading 60% in Writing and Maths.( One child joined halfway through the year.)
<b>0.1 x 2 Teacher released to boost children below expected levels</b>	£8,596	Boost children to expected levels in reading and maths in Year 6.	KS2 78% reading and maths 100% writing Above the national of the last 3 years at around 65% Small group tuition is shown to have a moderate impact.*

<b>Year 6 booster for PP higher achievers in reading. 0.1 teacher for 2 terms.</b>	£2,865	Boost those eligible pupils who exceeded expected level in reading.	Predicted greater depth reading to increase to 53% prior to lockdown.
<b>Additional Educational Psychology provision</b>	£1,233	To increase capacity to identify educational barriers to learning with advice on overcoming them.	PP children with Education psychologist access made good progress in KS2. of 3 children who accessed the service in Year 6. 1 made GD in all RWM, 1 made GD in R and M and expected in writing, the other made expected in R and M and below in writing. Throughout school progress has been at least expected for these children.
<b>Additional</b>			
	<b>Cost</b>	<b>Focus</b>	<b>Impact</b>
<b>Apprentice</b>	£4,448	Employment of Apprentice in Nursery to provide additional support and reduce adult/pupil ratio.	PP children starting points well below ARE and still well below in 75% Focus groups in EYFS reception. Improved behaviours and routines in PP children who were not ready to access formal learning.
<b>Early Excellence Project</b>	£2000	Support from Local Authority advisors to improve provision and best practice for PP in early years.	Provision greatly improved in EYFS. Children have greater opportunities to achieve speaking and listening ELG's. 81% pupil premium on track for GLD pre COVID-19
<b>Enrichment Activities</b>	£1000	To subsidise visits and visitors to enable PP children to have a wide range of opportunities to enrich their learning.	Pupil showed increased engagement in activities and enjoyment in art workshops and subsidized trips to enhance learning opportunities
<b>Art opportunity to meet an artist</b>	£350	To provide children with an extra opportunity to meet and work with an artist on a piece of art	It increases aspirations and provide children with greater experiences. Children created high quality artwork to raise self esteem
<b>Cooking project with Taylor Short</b>	£250	To improve children's lifestyles with a greater understanding of cooking. To provide the children with confidence in a life skill of cooking.	To improve life choices and raise aspirations for pupil premium children
<b>Doodle Maths</b>	£500	To improve maths skills and provide support for children at home	Changed the system to classroom secrets kids to ensure the whole school approach. Children then accessed this during lockdown
<b>Music lesson funded</b>	£300	To subsidise extra curricular opportunities for children who would not otherwise be able to attempt a musical instrument. To raise aspirations and life experiences.	Music lessons were not taken by the PP children
<b>Total Expenditure</b>	<b>£124,980</b>		
<b>Income</b>	<b>£111,860</b>		

Review to be completed in

**Proposed measures of outcomes**

- Termly data reviews by pupil premium lead looking at attainment and progress of PP children
- Leadership team behaviour incident reviews termly
- End of key stage data monitored.
- Reduced number of cpoms incidents from emotional needs.

**References**

\* <https://educationendowmentfoundation.org.uk/>

^[https://educationendowmentfoundation.org.uk/public/files/Annual\\_Reports/EEF\\_Attainment\\_Gap\\_Report\\_2018.pdf](https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf)