Pupil premium strategy statement (primary)

1. Summary information					
School	Bury CE Primary School				
Academic Year	2018/19	Total PP budget	£2600	Date of most recent PP Review	July 2018
Total number of pupils	50	Number of pupils eligible for PP	1 (was 2)	Date for next internal review of this strategy	January 2019

2. Current attainment		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
% achieving in reading, writing and maths	N/A	%
% making progress in reading	N/A	%
% making progress in writing	N/A	%
% making progress in maths	N/A	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Staff turnover/absence
B.	In-year pupil mobility (the two children on census are no longer here – a new child with differing needs has joined since the funding was allocated)
C.	
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	High mobility, high proportion of SEN

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Strong transition between staff when absence is planned i.e. maternity	No negative change in rate of progress between staff
B.	All pupils to have closed any historic gaps in curriculum	If attainment is lower, progress will be higher than peers
C.	All pupils to have access to extra-curricular provision	Attendance registers show no barriers to extra-curricular engagement
D.		

5. Planned expenditure					
Academic year	**2017/18**				
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?**
Whole school engagement in reading	Engage authors in school to create a 'buzz' around reading	Liverpool LA promote award for author engagement – schools engaged have seen a rise in reading attainment Impact from last year saw reading progress from a standardised score of 83 in Summer '17 to 99 in Summer '18	Leadership time to implement Use money to source high-quality author	LB	**PiRA review at end of year**
Increased pedagogical skill	Use of Research School CPD EXPLICIT VOCABULARY INSTRUCTION – TWILIGHT SESSION **16:00–17:30 on 18 October 2018** USING THE EEF TOOLKIT AND OTHER SOURCES OF EVIDENCE – TWILIGHT SESSION **16:00–17:30 on 7 February 2019** IMPROVING TEACHER EXPLANATION AND MODELLING – TWILIGHT SESSION **16:00–17:30 on 21 March 2019** IMPROVING TEACHER QUESTIONING – TWILIGHT SESSION **16:00–17:30 on 2 May 2019**	EEF Whole staff attendance on Cognitive Load and Metacognition in summer 2018 has seen closer focus on Rosenshine's Principles of Instruction and is a continuing School Improvement Focus	Staff meeting time to feed back (as only two staff are allowed to attend) and leadership time (created through employing music service and GG) to implement in class	TM	Termly

				Total budgeted cost	£1500 Music Service to create weekly leadership time £500 author visit cost (potential lowering through offering to locality schools)

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 will you review implementation?
Specific phonics interventions will bridge gaps in learning	Continue with RWinc	90% of children met standard by end of Year 2 following implementation of RWinc. Same cohort prior to RWinc teaching was 25% met	Overseen by Class Teacher/s and monitored by English Lead	LB	Spring 2019
Improvement in outcomes for children	Facilitate small class sizes to offer specialist teacher support to each child	Improved achievement over a short period of time as demonstrated in children's books	Timetabling and performance management	TM	Spring 2019
Improved multiplication knowledge	Research strategies used to support improvement in tables. From Jan – July 2018 PP went from >10 seconds per question (up to 12x12) to <1 second per question	Anecdotal evidence from schools Numerical evidence from children's improvements. See TTRockstars school stats	Added to homework expectation. Each year group specifically planned table focus each week by maths lead	TM	Weekly through TTRockstars awards
				Total budgeted cost	£100 TTRockstars plus £400 for RWinc books appropriate to level

iii. 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?
Chn in receipt of PP to have access to extra curricula activities	PP funding to pay for clubs etc		Logged with office. Attendance sheets to check attendance compared to non PP	DC	July 2018
				Total budgeted cost	£200

6. Review of expenditure

Previous Academic Year	2018

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
High quality English Curriculum	CLPE mtps bought in Author visit	Quality of work in books significantly improved 2 x National writing/filming awards 83% meeting standard in KS2 writing – previously 0	Monitoring uncovered issue with Phonics teaching/resourcing and additional funds needed to be put into this area. Impact significant with 25% rising to 90% meeting check in one year	£500 (CLPE) and £1000 (phonics) and £300 author visit

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
GAPS in maths closed	TA training to deliver different intervention strategies	Progress was made, but not rapid enough. Bought in TTRockstars to complement by focus on supporting cognitive load – significant impact across whole school, particularly with PP	The focus has to shift to whole school teaching and learning – interventions are not always transferring into class quickly enough. TTRockstars, huge impact – have re-resourced and invested in Spelling Shed as a similar format	Interventions significant >£1000 for some positive impact. TTRockstars - £100 for huge impact

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP children to attend all clubs they desired	Clubs paid for	Attended everyday a variety of clubs – biggest impact is the fact that one PP child attended school (previous school was a school refuser)	Continue to discuss with families each term which clubs they would like to attend	£585 per annum

7. Additional detail
Termly meeting with families to discuss need and impact. These were superseded by meetings more regularly and changing the focus where needed. The move this year to Spelling Shed came about from the feedback from PP and a wider range of parents about the positive impact of TTRockstars. Both run alongside our school improvement work on cognitive load