

Pupil premium strategy statement: Balby Central Primary School

The Government believes that the Pupil Premium funding, which is additional to the main school funding, is the best way to address inequalities between pupils in specific groups. Pupil Premium Funding is therefore used to tackle disadvantage in order to reach the pupils who need it most. The government awards the funding to help raise attainment for these pupils.

National data shows that as a group nationally, pupils who have been eligible for FSMs at any point in time have consistently lower educational attainment than those who have never been eligible for FSMs. All schools are required to publish, on their websites, what the funding they have received and how the money is being spent. Each school may decide how best to use the funding and they are held accountable for how it has been used to support pupils from low income families.

At Balby Central Primary Academy we are making provision for disadvantaged pupils, however we also recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged will be registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support pupils or groups of pupils the school has identified as being disadvantaged.

At Balby Central Primary Academy we strongly believe that it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference - whatever the context, or degree of challenge facing a school. We know this because there is compelling evidence which demonstrates that high quality teaching and leadership are vital in raising attainment. We also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference to change their practice.

We recognise that disadvantaged pupils are not a homogenous group and employ targeted approaches for groups or individuals facing particular barriers to ensure the best possible learning outcomes for all. Whilst the pupil premium has focused many schools' attention on raising the attainment of low performing pupils, more able disadvantaged pupils are at risk of underachievement too.

At Balby Central Primary Academy we wholeheartedly believe that ultimately the impact of pupil premium should lead to improved attainment for all disadvantaged pupils. However, important outcomes, which will lead to this might include - increased rates of progress, improved attendance, improving family engagement, developing skills and personal qualities whilst extending opportunities.

Planned Expenditure for 2017/18

Schools are funded Pupil Premium @ £1323 per pupil for

- all pupils who are eligible for free school meals (FSM).
- all pupils who have been eligible for free school meals (FSM) at any point during the last 6 years.

Schools are funded a further £300 per pupil for

- all pupils who have parent/carers in the armed services

Schools are funded a further £1900 per pupil for

- all pupils who have been looked after continuously for more than six months by someone other than their immediate family.

The government awards the funding to help raise attainment for these pupils. National data shows that as a group, pupils who have been eligible for FSM at any point in time have consistently lower educational attainment than those who have never been eligible for FSM.

1. Summary information					
Academic Year	2017/18	Total PP budget	£204,000	Date of most recent PP Review	July 2016
Total number of pupils	432	Number of pupils eligible for PP	134	Date for next internal review of this strategy	April 2018

2. End of Year SATS results		
KS1	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% meeting expected standard in reading	38% (61%)	79%
% meeting expected standard in writing	38% (64%)	76%
% meeting expected standard in maths	33% (71%)	79%
KS2		
% meeting expected standard in reading	56%	77%
% meeting expected standard in writing	63%	81%
% meeting expected standard in maths	50%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school</i>)		
A.	Progress and attainment of children in receipt of PP funding across school.	
B.	Oral language on entry in to school for children in receipt of PP (speech and language)	
C.	Low self-esteem and confidence for some PP who have complex needs	
D.	Poor reading skills resulting in lower outcomes in all areas of the curriculum	
E.	Engagement of some pupil in receipt of PP funding in wider school life	
External barriers		
F.	Wider opportunities for some children in receipt of PP funding	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attainment for those eligible for PP across school	√ Across school the difference is diminished between PP and non-PP. This is achieved across all outcomes- GLD, phonics, KS1 And KS2
B.	Children to be able to speak clearly and constructed sentences without hesitation	√ Children have the confidence to speak out loud, sharing reading and being able to articulate their thinking.
C.	Improved confidence for PP children.	√ Children will understand their own thoughts, knowing their own triggers and how to resolve them as well as havig the confidence to tackle situations.
D.	Improved Reading results across school as a result of the improvement of oral language skills	√ Attainment and progress of children in reading will have improved
E.	Increase in number of children attending after school clubs and school trips.	√ Pupils will attend school trips, residentials and after school clubs.

Planned expenditure						
Academic year	2017/18					
The 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?	Cost
Accurate monitoring and analysis of the PP children in school.	1 day release time every week for English and 1/2 Maths leads to enable close monitoring of the provision of the PP children.	EEF Toolkits	KA and AM to provide half termly reports to EC detailing impact of leadership time. Termly SLT meetings focussed on PP and their progress - how well do leaders understand their focus areas?	KA and AM	Dec-17	£21,00
Secure data analysis tool that teachers, SLT and HLTAs can use to inform next steps.	1/2 day per week time for DHT to review the Insight system.	Commission on Assessment What makes good assessment? DC	Termly Task and Finish groups will challenge KA to be able to identify data issues and evidence what has been done to diminish the difference between key learning groups.	KA	Dec-17	7,200
For Ts to lead purposeful intervention or sessions resulting in high outcomes for others.	Ts to lead focus interventions while HLTAs cover class	EEF Making Best Use of Teaching Assistants toolkit	Half termly meetings with finance lead to discuss implications of spending. Senior Leader meetings to conduct termly 360 reviews on the impact of interventions.	KA and GL	Termly – Pupil Progress Meetings	£54,600
Implement and monitor a feedback system.	Purchase Insight tracking to ensure judgements are accurate	Effective feedback has high impact for very low cost with 8 month + gains (EEF)	Teaching and Learning task and finish groups to challenge DHT. CEO to conduct health reviews.	KA	RLT Reviews	£5,000

To create children who are 'masters' in their subject.	English and Maths lead to provide planning support, training and sharing of resources.	Mastery learning has moderate impact for very low cost with + 5 month gains (EEF)	Regular book scrutiny, observations and drops in to support judgements.	KA and AM	Termly PP meetings.	£7,000
To embed HPL and embed metacognition throughout school	To create children who are self-regulated learners.	EEF Metacognition and Self-Regulation + 8 months (EEF)	Metacognition reviews, talking to the children, work demonstrated in books.			£1,000
Provide tailored intervention on the run up to SATS	HLTA to lead intervention		SATS data analysis	KA	End of year results	£700
Improve the accuracy and rates of reading for PP in KS2.	Purchase accelerated reader	Tracking documents produced will show an increase in comprehension and vocabulary skills.	PP task and finish groups - reviewing the impact of spending.	KA	Termly meetings with PP voice chd.	£3000
Develop the Tier 2 vocabulary of PP children	Pre-teach sessions lead weekly - Y3 to Y6, focussed intervention each week. Half an hour.	Bringing Words to Life by Beck etc.	Learning walks, learning environment reviews. Are the standard high enough to challenge learners?	KA	Half termly book reviews. RLT reviews	£25000

ii. Targeted support for developing basic skills (English and Maths)						
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?	
Purchase of prizes to act as incentives for the points scheme on accelerated reader.	Weekly prize for the most improved reader etc.	PP pupil voice summaries.	Termly reviews will look at an improvement in children's attitudes towards learning.	KA	Termly	£1000
Reading books - access to whole class texts	Buy books for PP to read at home so that they can access high quality texts.	Work with Rosehill EEF research Alison Peacock – Assessment without Levels	Reading diary check to show children reading at home more, children accessing school library.	KA	Half termly	£30,000
Speech and Language	To buy in a speech and language therapist to work with identified PP chd.	EEF Inspiring Writing EYFS research	Feedback and assessments form Sp and L provided. Summative and formative assessment reviews.	GL	April 2018	£10000
iii. 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?	
Thrive team in place that can address the needs of the whole child and provide more holistic support where necessary.	Thrive base set up, work with Ts to identify if any PP children would benefit from Thrive support.	Thrive	GL to provide half termly updates on who has been assessed and the progress they have made in relation to Thrive - report to also identify next steps and provision provided.	GL	Half termly Thrive review	£5600
Place an in school counsellor in school who can	Appointment of school counsellor.	Schools Education Weekly - Mental Health in Primary Schools.	Termly reports on % of PP seen, and amount of time required.	LT	Termly	£5000

support PP children with any issues.			More information will be limited due to confidentiality			
Well-resourced attendance team that can be utilised to improve attendance of PP children.	To appoint an attendance officer who will have a specific focus on PP each day.	Marc Rowland – Pupil Premium book	Weekly reports demonstrating the attendance of PP children in school as well as issues linked to PP children. Follow ups will be included.	GL	Half termly (+weekly attendance updates)	£3,500
Provide breakfast for PP who are targeted.	Pay for Breakfast Club worker to focus on PP children, ensuring they eat a full breakfast.		Review of child's attendance at breakfast club. Discussion with Breakfast lead.		Termly	£2778
iv. Targeted Support - minimise barriers to learning and achievement (access to full range of educational experiences and engagement of parents and carers)						
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?	
Trips and visits	All trips and visits to be subsidised for PP to ensure expose to other lifestyles.	Providing life opportunities for whole child Marc Rowland		All	After trips	£6000
Language communication tool for EAL PP families	Purchase of support to act as a liaison between school and PP families who have EAL.	Task and Finish Stakeholder group	EAL parent forum	LT	Termly	??
Finance Manager	Working with families to increase PP numbers and focus expenditure. Support with managing personal finances.		Half termly reviews between DHT and FM.	KA	Half termly	£3000

Dinner Staff training	Training to improve relationships with children, being able to spot where incidents may occur.	Be-Safe documents Alex Cobb	Observations of playground incidents, red cards and safe play.	GL		£500
Additional dinner staff	to ensure that behaviour issues (PP) are reduced		Observations of playground incidents, red cards and safe play			£2000

5. Review of expenditure				
Previous Academic Year				
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
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
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
6. Additional detail				
<p>In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk</p>				