

Burnham-on-Crouch Primary School Pupil Premium Grant Impact Statement – January 2018 Update

At Burnham-on-Crouch Primary School we aim to provide an excellent education and have high expectations for all our pupils regardless of their background or barriers to learning. We are uncompromising in our ambition to improve the outcomes for all pupils but especially for our disadvantaged children.

The pupil premium grant is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and support readiness for life and learning. We aim to provide excellent teaching and learning every day to ensure the gap between disadvantaged pupils and their peers diminishes.

Pupil premium funding is paid to schools according to the number of pupils who have been:

- Registered as eligible for free school meals (FSM) at any point in the last 6 years
- Have been looked after for 1 day or more or were adopted from care on or after 30 December

In the 2017 to 2018 financial year, schools will receive £1,320 for each primary aged pupil eligible for FSM at any point in the last 6 years and £1,900 for each 'looked after' child.

Number of Pupils and pupil Premium Grant (PPG) received (August 2017)	
Total number of pupils on roll	419
Total number of pupils eligible for PPG	69
Amount of PPG received per child	£1320
Total PPG Funding	£91080

Understanding Barriers

At Burnham-on-Crouch School we understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we are clear that these challenges can be overcome. The evidence base strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Excellent classroom teaching can be achieved by all teachers with high quality professional development and sharing of outstanding practice.

All children need opportunities to enrich their lives through experience and schools must make sure that where children are unable to access these through home the opportunities are provided for them by school.

Although financial support is provided for schools specifically for children who qualify for Pupil Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout the school. In this way all vulnerable children are helped to achieve the best possible outcomes according to their

starting points. Research and evidence about tackling educational disadvantage means that we must first identify barriers to learning.

We have identified the following main barriers:

- A language deficit – both a gap in vocabulary and lack of ability to manipulate language for effect.
- Emotional wellbeing – which can impact on behaviour for learning.
- Limited Cultural capital and enrichment – lack of experience limits language and understanding.

Many of our vulnerable children will be experiencing more than one of these barriers to learning.

Tackling barriers

Burnham-on-Crouch Primary School is a research rich school. The primary way to overcome the barriers to learning our children face is by accessing consistently excellent teaching. All of our strategies are underpinned by a strong evidence base.

- Frequent, evidence based CPD focussed on the needs of pupils, particularly those from disadvantaged backgrounds.
- Lesson Study: focus on learning of disadvantaged and vulnerable children.
- Rigorous teacher recruitment and retention process to ensure that high quality, well-educated staff join and stay with the school.
- Ensuring that disadvantaged pupils access very high quality Early Years provision.
- The development of a language-rich curriculum.
- Third teachers work with vulnerable learners.
- Modern Foreign Language Learning throughout the school provided by specialist teachers.
- Pupil Voice: systems are in place to ensure that children are heard within their classroom as well as through the school.
- Parents: The school actively engages with parents through the Family Support Worker who is available at the school gate before school and throughout the day.

Monitoring and Impact Evaluation

As part of our commitment to ensuring impact accountability, we undertake regular monitoring and evaluation as set out below.

1. Data analysis.
2. Pupil progress meetings.

3. Regular moderated assessment.
4. Learning walks.
5. Learning discussions with pupils who show their books.
6. Support and challenge for individual teachers.
7. Senior leaders working with most vulnerable children.
8. Regular SLT meetings to assess impact of actions.
9. School improvement plan written by staff and governors.
10. Listening to the views of *all* children to hear about their learning and experiences of school.
11. Regular external review.

Nature of Support

At Burnham-on-Crouch Primary School, we believe in equal opportunities for **all** children. We are aware that challenging socio-economic circumstances can create additional barriers to success for children. We tackle these barriers by prioritising high quality teaching over intervention and identifying the needs of the pupils as early as possible. Senior leaders and subject leaders regularly monitor the progress and standards of all abilities within this group to ensure that rapid progress is made. They understand what is working and what needs to be changed, guaranteeing that any differences are quickly recognised and planned for to ensure they are diminished quickly and effectively. Furthermore, we strongly believe in parental engagement and providing a wide range of experiences to support and develop resilience, oracy and communication skills in all areas of our children's learning and experiences in order to promote these children's cultural capital.

This includes:

- Quality teaching for all – via targeted support.
 - Improving the teacher / pupil ratio to enable more personalised support
 - Specific focused support groups run by third teachers and LSA's
 - Teachers mark these books first and give verbal feedback to these children first.
 - Pupil comparison grids are used to compare the progress and attainment of disadvantaged pupils and non-disadvantaged pupils who are of similar starting points and ability.

- Providing opportunities to develop social and emotional awareness skills
 - Working 4 Children
 - Bully Beat
 - Access to cultural visits and experiences

- Diminishing the difference linked to the attainment in reading at the expected standard and greater depth
 - Accelerated Reading Programme
 - Reading Gladiators

- Increasing parental engagement and ensure they are given priority for any additional support or opportunity.
 - Child and Family Support Worker with increased focus on raising parental interaction (especially PPG parents /carers)
 - Information evenings regarding KS2 and KS1 SAT's and Phonics

Measuring the Impact of PPG Spending 2016/17

We are confident that the support and experiences we provide for disadvantaged children at Burnham-on-Crouch Primary School has a significant impact on their attainment and helps to tackle the barriers that being disadvantaged can bring.

However, we recognise we have more to do to diminish the difference between the attainment of pupils eligible for pupil premium funding and other pupils, especially in KS2 and at greater depth in reading in KS1, where only 33% of disadvantaged boys achieved the greater depth standard in reading compared to 50% of disadvantaged girls. The PPG spending has also had a positive effect on the non-disadvantaged pupils as the ratio of teachers to pupils has been reduced, enabling more personalised learning.

Key Stage 1

Analysis of outcomes at the end of Key Stage 1 (Year 2) last year (2016 – 2017) shows that the attainment of disadvantaged pupils in reading, writing and maths was above that of their peers with 100% of disadvantaged pupils reaching at least the expected standard in reading and maths. In addition to this, the achievement of disadvantaged pupils was also above the national benchmarks for other non-disadvantaged pupils in school and nationally at expected and greater depths standards in reading, writing and maths (except for most able disadvantaged girls who did not achieve the greater depth standard in maths).

Attainment – Year 2 SATS 2017

Reading

Breakdown	Cohort	At least expected standard in reading			
		Achieved the expected standard		Achieved Greater Depth	
		Sch%	National benchmark	Sch%	National benchmark
All pupils	58	83%	76%	36%	25%
Disadvantaged	7	100%	79%	43%	28%
Disadvantaged (SEN)	0				
Other	51	80%	79%	35%	28%

100% of disadvantaged pupils at the end of KS1 achieved the expected standard or above compared to 79% nationally for the disadvantaged and 79% nationally for all other pupils. Any barriers to learning were tackled through high quality teaching to ensure the gap closed.

Writing

Breakdown	Cohort	At least expected standard in reading			
		Achieved the expected standard		Achieved Greater Depth	
		Sch%	National benchmark	Sch%	National benchmark
All pupils	58	74%	68%	26%	16%
Disadvantaged	7	86%	72%	43%	18%
Disadvantaged (SEN)	0				
Other	51	73%	72%	24%	18%

86% of disadvantaged pupils at the end of KS1 achieved the expected standard compared to 72% nationally for the disadvantaged and 72% nationally for all other pupils. Any barriers to learning were tackled through high quality teaching and interventions to ensure rapid progress.

Maths

Breakdown	Cohort	At least expected standard in reading			
		Achieved the expected standard		Achieved Greater Depth	
		Sch%	National benchmark	Sch%	National benchmark
All pupils	58	81%	75%	31%	21%
Disadvantaged	7	100%	79%	14%	23%
Disadvantaged (SEN)	0				
Other	51	78%	79%	33%	23%

100% of disadvantaged pupils at the end of KS1 in Burnham on Crouch Primary School achieved the expected standard compared to 79% nationally for the disadvantaged and 79% nationally for all other pupils. Any barriers to learning were tackled through high quality teaching to ensure rapid progress and no gap.

Attainment – Year 2 SATS 2016

In 2016 key stage 1 outcomes show the attainment of disadvantaged pupils was below that of their peers in reading, writing and maths.

2016	Disadvantaged (School)	Disadvantaged (National)	Other (School)	Other (National)	Overall (School)	Overall (National)
Reading	60%	78%	81%	78%	77%	74%
Writing	30%	70%	49%	70%	45%	65%
Maths	60%	77%	72%	77%	70%	73%

Comparisons between 2017 and 2016 show a significant improvement in the end of key stage 1 outcomes for disadvantaged pupils indicating the impact of the targeted support is diminishing the difference.

KS1 – Progress 2017 (Internal Data)

Progress of writing was higher than maths and reading. 100% of disadvantaged pupils made +5.0 points progress however, this is slightly below the expectation of +6.0 points. 0% of disadvantaged pupils made accelerated progress of over +6.0. With regards to attainment, it is important to note that 100% of pupils met the national expected standard in reading, writing and maths.

	% of Disadvantaged Pupils who made +6.0 progress	% of Disadvantaged Pupils who made more than +6.0 progress
Reading	33%	0%
Writing	66%	0%
Maths	17%	0%

Key Stage 2

Analysis of outcomes at the end of Key Stage 2 (Year 6) last year (2016 – 2017) shows that the attainment of disadvantaged pupils in reading, writing and maths was slightly below that of their peers in reading and maths but in line in writing.

Attainment at the end of Key Stage 2 (Year 6) SATS 2017

Reading

Breakdown	Cohort	At least expected standard in reading			
		Achieved the expected standard		Achieved Greater Depth	
		Sch%	National benchmark	Sch%	National benchmark
All pupils	55	87%	71%	31%	25%
Disadvantaged	16	82%	77%	12%	29%
Disadvantaged (SEN)	3	33%	N/A	N/A	N/A
Other	39	89%	77%	39%	29%

Writing

Breakdown	Cohort	At least expected standard in reading			
		Achieved the expected standard		Achieved Greater Depth	
		Sch%	National benchmark	Sch%	National benchmark
All pupils	55	80%	76%	31%	18%
Disadvantaged	16	53%	81%	18%	21%
Disadvantaged (SEN)	3	0%	N/A	N/A	N/A
Other	39	92%	81%	37%	21%

Maths

Breakdown	Cohort	At least expected standard in reading			
		Achieved the expected standard		Achieved Greater Depth	
		Sch%	National benchmark	Sch%	National benchmark
All pupils	55	93%	75%	22%	23%
Disadvantaged	16	88%	80%	6%	27%
Disadvantaged (SEN)	3	67%	N/A	N/A	N/A
Other	39	95%	80%	29%	27%

Key Stage 2 Progress

The minimum expectation is that pupils make at least +6.0 points progress across all subject areas. The progress scores of year 6 pupils (2016-17) were very positive with 94% of disadvantaged pupils making at least +6.0 progress in reading, writing and maths. As seen below, a significant number of disadvantaged pupils made accelerated progress meaning that they were able to diminish the attainment gap with their peers.

Internal Progress Scores

	% of Disadvantaged Pupils who made +6.0 progress	% of Disadvantaged Pupils who made more than +6.0 progress
Reading	94%	75%
Writing	94%	88%
Maths	94%	69%

External Progress Scores

	Disadvantaged Pupils	Other Pupils	Overall (School)
Reading	-0.14	1.38	0.90
Writing	-3.25	1.76	0.18
Maths	2.44	2.39	2.40

In **2016** Key Stage 2 outcomes show the attainment of disadvantaged children was significantly below that of their peers in all subjects.

<u>2016</u>	Disadvantaged (School)	Disadvantaged (National)	Other (School)	Other (National)	Overall (School)	Overall (National)
Reading	55%	72%	79%	72%	70%	66%
Writing	41%	79%	71%	79%	60%	74%
Maths	59%	60%	89%	76%	78%	70%

Comparisons between 2017 and 2016 show a significant improvement in the end of Key Stage outcomes for disadvantaged children indicating the impact of the targeted support in place.

Attendance

	2014 - 2015	2015 - 2016	2016 - 2017
Attendance of disadvantaged pupils	95.36%	96.6%	95.6%
Attendance of other pupils	96.11%	96.48%	96.3%

Next steps

In Spring 1, one to one plans will be held with parents of disadvantaged pupils to discuss their child's interests and how best to support them in school and at home.

Teachers will identify disadvantaged pupils to join most able groups for interventions and support to ensure higher expectations and rapid progress from starting points.