

Pupil premium strategy statement Busill Jones Primary School

1. Summary information					
School	Busill Jones Primary School				
Academic Year	2018-2019	Total PP budget	£1320 per pupil	Date of most recent PP Review	21.5.2018
Total number of pupils	312	Number of pupils eligible for PP	Number of pupils 175 (56.09%)	Date for next internal review of this strategy	May 2019

2. Current attainment		
Information extracted from ASP 2018	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	35%	70%
% achieving expected standard in reading	50%	80%
% achieving expected standard in writing	60%	83%
% achieving expected standard in maths	50%	81%
% achieving expected standard in grammar, punctuation and spelling	To be confirmed	To be confirmed
Progress score in reading	-2.56	0.31
Progress score in writing	-2.53	0.24
Progress score in Maths	-1.75	0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.
C.	The number of SEND pupils, arriving with Education, Health Care plans, in the school has increased over the last three years due to the Alternate Resource Provision.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for pupils eligible for PP are currently 94.52% compared to 92.76% for the whole school year (2017-2018 inc EYFS) (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attainment and progress in Mathematics	Percentage of pupils eligible for PP achieving expected standard and working at greater depth is in line with national average for non-disadvantaged pupils achieving the expected standard and working at greater depth.
B.	Improved attainment and progress in reading and GPS	Percentage of pupils eligible for PP achieving expected standard and working at greater depth is in line with national average for non-disadvantaged pupils achieving the expected standard and working at greater depth.
C.	Improve oral language skills for pupils eligible for PP in Reception class. Use of WELLCOM screening through baselines.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
D.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
E.	Increased attendance rates for pupils eligible for PP.	Attendance of PP children meets the school target of 96%.
F.	Improve parental involvement	Attendance of parents events (including parents evening, Inspire Workshops, coffee mornings and community events) is in line with the percentage of parents of children not entitled to PP attending events. Parents of children receiving PP are represented on the PTA/Parent Forum.
G.	Increased participation in the arts through music tuition	Pupils will be given the opportunity to learn how to play a musical instrument with support from music teachers within the NLE school.
H.	Improve outcomes for PP pupils through carefully targeted interventions and provision mapping.	Interventions improve outcomes of PP pupils. Tracking of interventions shows that the PP pupils are making progress and are in line with national average.

5. Planned expenditure

Academic year

2018/2019

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?
Improved attainment and progress in Mathematics	Continue to embed the Maths No Problem mastery approach to teaching Maths. Staff training on Maths No Problem.	Research by the Education Endowment Foundation concluded that mastery approaches can make up to 5 months progress over the course of a school year compared to traditional approaches. Mastery learning is a good strategy for narrowing the gap between higher and lower attaining pupils.	Use staff weekly CPD to deliver training. Peer observations to embed learning Monitoring by SMT through lesson observations and data analysis. Embedded into Maths Policy.	MB	Jun 2019
Improved attainment and progress in English	Continue to use the Cornerstones 'Love to Read' scheme. Staff training on GPS expectations for KS2	Research reported in 'Reading the Next Step' published by the DFE says that adults with good Literacy skills (the equivalent of a good English Language GCSE or better) as much more likely to be in employment than those with lower levels of Literacy. 83% compared to 55%. We aim to promote Literacy for life by ensuring children engage and excel in reading lesson.	Use staff weekly CPD to deliver training. Peer observations to embed learning Monitoring by SMT through lesson observations and data analysis. Embedded into English Policy.	RLQ	Jun 2019
Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Weekly small group sessions in Maths and English for high attaining pupils with teachers, in addition to standard lesson.	We want to provide extra support to achieve high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as	Invest in resources for teachers to use. Impact overseen by Maths co-ordinator, English co-ordinator and Inclusion Manager. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional	SF/MB/RL Q	Mar 2019

Improve outcomes for PP pupils through carefully targeted interventions and provision mapping.	All staff deliver carefully targeted interventions (both within and out of the classroom) Interventions to be focused and delivered on a 1:1 basis or in small groups.	'Effective use of Teaching Assistants' has shown that carefully planned, measurable interventions have a positive impact on learning. Anyone delivering interventions must be appropriately trained.	Organise timetables to allow sufficient time for interventions. Measurable interventions (baseline and outcomes tracked) Monitoring of interventions to assess impact Interventions are carefully mapped throughout school. CPD organised for TA's across the school.	SF/SLT	Jan 2019
Total budgeted cost					£120,000
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?
Improve oral language skills for pupils eligible for PP in Reception class. Use of WELLCOM screening through baselines.	Staff training on high quality feedback. Staff training on developing oracy for the high attaining pupils in EYFS EYFS to take part in new Language project beginning September 2018.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.	MB	Jan 2019
Improve parental involvement	Family liaison team to address identified needs for parents which impact upon pupils. Parental engagement activities to include school-home links, support and training for parents and family and community based interventions. School to be able to lead on Early Help assessments.	DFE report entitled 'Review of Best Practice in Parental Engagement' found that parental engagement has a large and positive impact on children's learning.	Organising the calendar to ensure opportunities are identified and planned for Parent questionnaire and evaluations Parent View Registers at parents events to analyse attendance	SB/SF/SLT	Jun 2019

Total budgeted cost					£84,700
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?
Increased participation in the arts through music tuition	Small group provision with specialist music teachers. Children entered for ABRSM exams	The EEF Toolkit suggests that arts participation improved outcomes in English, Maths and Science. Wider benefits on attitudes to learning and wellbeing have also been reported. Research by Michael Matthews (www.effectivemusicteaching.com) showed that playing a musical instrument promotes emotional and social wellbeing.	Organise timetable so that staff delivering sessions have sufficient preparation and planning time. Impact overseen by performing arts leader. Engage with parents and pupils to address any worries or concerns about performances and exams.	SLT NLE	Jun 2019
Increased attendance rates for pupils eligible for PP.	Attendance officer to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of attendance officer and family liaison officer about existing absence issues. Executive Head Teacher monitors absences weekly. Involvement of EWO when necessary.	SLT EWO	Jan 2019
Total budgeted cost					£7,400

6. Review of expenditure				
Previous Academic Year		2017/2018		
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
Improve oral language skills for eligible/all pupils in Early Years	To ensure eligible children make expected and better progress and achieve age related expectations in communication and language and reading. How PP will be spent: additional TA in reception to develop language through small group work and activities. Small phonics group work (EY & KS1) and daily intervention across the whole school. Communication and Language	The identified children made progress in C and L but attainment was still below national and local authority. In addition to this there have been staffing issues throughout the year.	This level of targeted support in line with ECAT is crucial for the development of the pupils therefore WELLCOM must be continued and new staff trained.	£750 resources £31,000 staffing
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

<p>For children to make more than expected progress across the curriculum to close the gap between them and their peers within school and nationally.</p>	<p>All groups of PP pupils receive additional support as needed to ensure they make at least expected progress in English and Maths. PP pupils during morning sessions across KS1 & 2. How PP will be spent: Extra TA hours in all classes to enable focussed work to be carried out by themselves/class teacher and HLTA to support identified.</p>	<p>The pupils who were eligible for PP were monitored through data analysis. Teachers are all aware of who their PP children are and are clearly indicated on class records.</p>	<p>Interventions that were in place were not successful. The impact of expenditure is minimal. High staff turnover and knowledge of the children has had a direct impact. In order to move forward there needs to be a clear plan in place to support Teaching and Learning and an overhaul of the curriculum to support PP children across the whole school.</p>	<p>£13,000</p>
<p>To ensure children's attendance improves and PP pupils are above 95%.</p>	<p>To work with all families to ensure children's attendance is above 95%, focus on PP pupils. How PP will be spent: FMALC funded and supported by authority to work with families that need support.</p>	<p>Attendance awards and celebration day were organised and the PP children who were targeted were invited. Attendance remains an issue.</p>	<p>Attendance still remains a high priority and is part of the SDIP.</p>	<p>£4,400 SLA £23,300 FLO</p>
<p>For all children to feel safe and secure and focussed work to take place with children.</p>	<p>For all children to feel safe and secure within school, for children who have extra emotional needs to be supported through difficult situations to enable them to learn from these and change their future reactions. This will result in less behavioural incidents logged. How PP will be spent: All staff to receive appropriate training</p>	<p>The Behaviour Support worker has a widened role and she offers support to the identified children eligible for PP and their families.</p>	<p>The workshops for behaviour support and supporting the families through Early Help needs to continue.</p>	<p>£28,000</p>

Breakfast Club for Y6 pupils during SATs week	To ensure the Y6 pupils have had breakfast during SAT week and are all in school on time.	The PP children were invited to join in the daily breakfast clubs on the lead up to SATs and during SATs week. Other children joined too.	The personal invitation was a good idea because it meant that the PP children could be targeted in small groups by the class teachers and the TA.	£200 staffing £150 Food and drink
Additional Educational Psychologist sessions	To identify and provide guidance and support to children with additional needs so that they can access the curriculum.	The PP children identified as needing EP support suffered greatly this year due to the fact Walsall LA have found it difficult to recruit therefore used locums instead.	Research the cost of having an independent EP away from the LA. Walsall LA still seem to be struggling. School have been allocated an EP for this academic year but a planning meeting is still yet to happen.	£3000
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
For children to experience a wide range of activities that will deepen their learning.	For children to experience school activities/trips/visitors regardless of cost and for these experiences to have a positive impact upon learning. How PP will be spent: Y2-Y5 music lessons funded, Y6 residential supported and all educational visits subsidised.	The residential did meet the success criteria and enabled the identified children to widen their skill set in outdoor pursuits.	Residential for year 6 pupils will be arranged for 2019.	£994 (Overcharge d parents) £3,000 TA staff support

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.