

Pupil Premium Strategy Statement: Byerley Park Primary School 2017 - 2018

1. Summary information					
School	Byerley Park Primary School				
Academic Year	2017/18	Total PP budget	£43,860	Date of most recent PP Review	Oct 2017
Total number of pupils	213	Number of pupils eligible for PP	36	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP – Byerley Park 2017</i>	<i>Pupils not eligible for PP (Byerley Park - 2017)</i>
% of pupils achieving the expected standard in reading, writing and maths	100%	88.5%
reading progress score	+4.6	+1.0
writing progress score	+2.2	+0.8
maths progress score	+4.7	+0.1

3. Outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Improve Reading progress and attainment across the school.	Pupils eligible for PP make good progress from their starting points to meet the Reading, elements of the Early Learning Goal expectations by the end of their Reception year and meet age related expectations by the end of each KS.
Maintain the higher rates of attainment in 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, by the end of Key Stage 2 in maths, reading and writing, as measured by the National end of key stage test and teacher assessments.
Increased attendance rates for pupils eligible for PP. Currently 66% of PP Pupils have attendance of below 96%, compared to 12.5% of the population who are not PP eligible. The average attendance of all PP pupils is currently 93.5% .	Reduce the number of persistent absentees among pupils eligible for PP. The aim is to raise this to 96% or more in line with Government Guidelines.

4. 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.	The open plan nature of the school can present issues for pupils who have difficulty with concentration
B.	Maths progress is lower than progress in the other subjects as identified from Test results in both 2016 and 2017
C.	We have limited space in order to provide interventions/extension activities for pupils, although more focused timetabling and re-organising internal resources has improved this area
D.	Outcomes for pupils in receipt of PP are not as strong in Y6 for 2018, in comparison to 2017
E.	Attendance of some PP pupils can be persistent in some cases and this is being monitored by attendance management procedures
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Holidays taken in term time pose a barrier to learning as it reduces their attendance
B.	Low self-esteem and a variety of social and emotional needs of PP pupils
C.	Social and emotional difficulties impact on the progress of certain PP pupils

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?
Improved progress for children in Mathematics	Review of teaching in Mathematics and the related areas of learning for foundation stage	We are keen to reference our attainment and progress in mathematics against those of similar, and the highest performing, schools in County Durham. We will evaluate the quality of teaching, learning, marking and feedback in this area to develop a clear plan of action to impact on progress.	Detailed monitoring of teaching, learning and planning to further raise standards.	AG/RP	July 2018
Raise the attainment of high attaining Year 2 children and the number of children attaining above expected levels.	Teach higher order skills for high attaining pupils in Year 2 in Mathematics and English.	This experienced teaching is focused on stretching identified children beyond Age Related Expectations (ARE) in English and Mathematics and replaces work that previously would have been done in TA groups.	Y2 teacher will manage team to best meet the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.	Y2 Teacher and TA AG/RP	Termly
Total budgeted cost					£12,000

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?
Use experienced TAs to deliver the most effective use of targeted support work	School staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.	Some of the students need targeted support to catch up to ARE. This is a methodology which ensures that teaching is provided by experienced staff and has been recognised as effective practice during external reviews of teaching and learning.	Year group teachers will manage their team to best meet the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.	Class Teachers, AG/RP	Termly
To gain Expected in Reading, Writing and Maths for PP Pupils	Supported teaching. Specific intervention programmes to suit the needs of each child.	Pupil individual learning mechanisms require tailor made approach to ensure targeted learning.	Monitoring	GF AW AR	Jan 2018 – May 2018
Total budgeted cost					£15,000
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 involvement in sports and targeted motor skill development	Provide enhanced access to both in school and after-school sports provision for targeted pupils by increasing the number of opportunities available	Though the impact of sports participation is thought to be below by EEF we feel that the ethos of the school is built upon teams and individuals. We are sure that the role of sport in developing core academic skills is significant and therefore we are keen to	Though the result of competitive team sports will hopefully be successful, the key judgement will be in terms of how the children approach their work in a calm and resilient manner.	AG/RP/LP MGFA	July 18

		give as much opportunity to our children as possible.			
Access to educational visits for all	To ensure that all children are able to attend a range of educational visits, including residential visits by paying for or subsidising them.	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	100% take-up of educational visits.	AG/RP	April 18
Assist with improving levels of concentration through the medium of music so that increasing proportions of pupils meet ARE at the end of the year.	Employ DMS staff to deliver First Access music for Y3 and Y4 and a Little Fingers program for EYFS.	This provides an engaging medium through which our children enjoy and develops self-esteem, levels of concentration and enjoyment.	QA by DMS. Pupils engaged. Musical knowledge improves.	DMS AG	July 18
Total budgeted cost					£17,500

The school provides individual support enabling pupils to access all provision when required.

- Instrumental tuition.
- Robinwood residential.
- Extended Services from Michelle Postma

Use of the Pupil Premium Income in 2017/18

Pupil Premium is additional funding received by schools for each pupil from disadvantaged families or background. The funding brings in £1320 per pupil. It is allocated to schools, based on the number of children who come from low-income families – this is defined as any child who is known to have been eligible for free school meals at any point in the last six years. This is one of the current government's key education policies. It is based on findings that show that, as a group, children who have been eligible for free school meals at any point in time, have consistently lower educational attainment than those who have never been eligible.

It also includes children who have been looked after continuously for more than six months; and children where a parent serves in the armed forces.

Levels of deprivation at Byerley Park are considerably lower than nationally and the proportion of PP pupils is considerably lower (BBPS 11.2%, national 25%). But a significant proportion of other children in school live in families who are just above the threshold. Even if a pupil does not have a school dinner, it is vital for the school to know if they are entitled to a free school meal.

The government compares our results against national averages, rather than against similar schools. The results are not always easy to interpret, due to the low numbers in each cohort of PP pupils and therefore they are not statistically significant. There are no patterns in the data for PP pupils.

Schools have to decide how to use the money, in order to improve educational attainment of children from less privileged backgrounds. The pupil premium income makes a difference to Byerley Park and it has the potential for a great impact on the attainment, and future life chances of pupils. This works especially where parents support their child through high attendance, good punctuality, encouraging a positive attitude and supporting homework.

Byerley Park's aim is that ALL pupils achieve their full potential and that the school compares well with other schools across the country.

How the money was spent

In 2015/16 PP allocation was £26,500.

In 2016/17 PP allocation was £34,780.

The Senior Leadership Team and Governors have to identify how we can use this money to raise the standards of disadvantaged pupils. In order to meet the needs of these and other vulnerable pupils, the SMT has spent some of the additional funds in the following ways in the 2014/15 academic year.

Pupil Premium Strategy Statement: Byerley Park Primary School 2016 - 2017

6. Summary information					
School	Byerley Park Primary School				
Academic Year	2016/17	Total PP budget	£34,780	Date of most recent PP Review	Oct 16 th 2016
Total number of pupils	215	Number of pupils eligible for PP	24	Date for next internal review of this strategy	April 6 th 2017

7. Current attainment		
	<i>Pupils eligible for PP – Byerley Park 2016</i>	<i>Pupils not eligible for PP (Byerley Park - 2016)</i>
% of pupils achieving the expected standard in reading, writing and maths	100%	67%
reading progress score	-3.8	-1.9
writing progress score	+3.5	+2.4
maths progress score	+1.3	-0.6

8. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	Improve Reading progress and attainment across the school.	Pupils eligible for PP make good progress from their starting points to meet the Reading, elements of the Early Learning Goal expectations by the end of their Reception year and meet age related expectations by the end of each KS.
	Higher rates of attainment in 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, by the end of Key Stage 2 in maths, reading and writing, as measured by the National end of key stage test and teacher assessments.
	Increased attendance rates for pupils eligible for PP. Currently 37% of PP Pupils have attendance of below 96%, compared to 13.9% of the population who are not PP eligible. The average attendance of all PP pupils is currently 93.5%.	Reduce the number of persistent absentees among pupils eligible for PP. The aim is to raise this to 96% or more in line with Government Guidelines.

9. 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>)	
C.	The open plan nature of the school can present issues for pupils who have difficulty with concentration
D.	Reading has been identified from Test results 2016 as an area that needs developing
C.	We have limited space in order to provide interventions/extension activities for pupils
D.	Low baseline in EYFS in Reading, Writing and Maths
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Holidays taken in term time pose a barrier to learning as it reduces their attendance
B.	Low self-esteem and a variety of social and emotional needs of PP pupils

10. Planned expenditure					
Academic year	2016/17				
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.					
iv. 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 progress for children in reading	Whole school Bug Club training in September 16. -Identify children who may benefit from interventions with TAs. -Planning monitored termly. -Staff meeting in Summer term to discuss positive outcomes and areas to develop after a full academic year using Bug Club.	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 developing effective reading comprehension strategies is an effective way to improve attainment across all subjects and it is suitable as an approach that we can embed across the school.	Staff meeting time set aside to follow up from the initial training Increased % of children on track and above track in end of year assessments (based on triple tracker) Higher number of pupils achieved expected or greater depth in reading at Year 6.	AG/RB	July 2017
Improved progress for children in Mathematics	Review of teaching in Mathematics and the related areas of learning for foundation stage	We are keen to reference our attainment and progress in mathematics against those of similar, and the highest performing, schools in County Durham. We will evaluate the quality of teaching, learning, marking and feedback in this area to develop a clear plan of action to impact on progress.	Detailed monitoring of teaching, learning and planning to further raise standards.	AG/RB	July 2017
Pupil Premium Review	Pupil Premium Review.	Full audit of processes and procedures to evaluate the impact of current practice and identify how we can further improve	Staff Meeting time set aside to develop the ensuing Pupil Premium strategy is clear and understood by everyone.	AG/RB	July 2017

		the value made from pupil premium funding.			
Raise the attainment of high attaining Year 2 children and the number of children attaining above expected levels.	Teach higher order skills for high attaining pupils in Year 2 in Mathematics and English.	This experienced teaching is focused on stretching identified children beyond Age Related Expectations (ARE) in English and Mathematics and replaces work that previously would have been done in TA groups.	Y2 teacher will manage team to best meet the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.	Y2 Teacher, AG/RB	Termly
Total budgeted cost					£5,500

v. 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?
Use experienced TAs to deliver the most effective use of targeted support work	School staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.	Some of the students need targeted support to catch up to ARE. This is a methodology which ensures that teaching is provided by experienced staff and has been recognised as effective practice during external reviews of teaching and learning.	Year group teachers will manage their team to best meet the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.	Class Teachers, AG/RB	Termly
Provide additional focused support for teaching Year 6.	Working with known quality teacher, provide additional capacity to support the teaching team in providing high quality smaller group teaching support	As action above, but providing additional capacity and future proofing provision in this area at school by training up these young teachers to the highest standard.	As action above.	Y6 Teacher, TA and Additional teacher	Jan 2017 – May 2017
Total budgeted cost					£9,125

vi. 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 involvement in sports and targeted motor skill development	Provide enhanced access to both in school and after-school sports provision for targeted pupils by increasing the number of opportunities available	Though the impact of sports participation is thought to be below by EEF we feel that the ethos of the school is built upon teams and individuals. We are sure that the role of sport in developing core academic skills is significant and therefore we are keen to give as much opportunity to our children as possible.	Though the result of competitive team sports will hopefully be successful, the key judgement will be in terms of how the children approach their work in a calm and resilient manner.	AG/RB/LP MGFA	July 17
Develop computer Literacy, and access, for children	After school ICT clubs for groups of children, aimed at children who do not have computers at home.	Over 20% of children report they cannot access a computer at home. It is our view that in a rapidly developing IT driven world that this is a disadvantage that must be addressed at Primary School.	Monitored by teachers involved and through class teacher discussion with children and ad hoc view of their school ICT use in terms of confidence and ability to use effectively.	Class Teachers	Termly
Access to educational visits for all	To ensure that all children are able to attend a range of educational visits, including residential visits by paying for or subsidising them.	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	100% take-up of educational visits.	PH	April 17
Total budgeted cost					£20,500

Use of the Pupil Premium Income in 2015/16

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Byerley Park's aim is that ALL pupils achieve their full potential and that the school compares well with other schools across the country.

How the money was spent

In 2014/15 the amount was £33,200 and in 2015/16 £26,500.

The Senior Management Team and Governors have to identify how we can use this money to raise the standards of disadvantaged pupils. In order to meet the needs of these and other vulnerable pupils, the SMT has spent some of the additional funds in the following ways in the 2014/15 academic year:

Use of Pupil Premium 2015/16: £26,500 IN TOTAL

Item	Cost	Detail
Intervention	£4,860.00	Booster work for Y6. (Jan – May)
Extended Schools	£2,950.00	Salary Costs (Bid Writing) Access to additional funding for pupils eg Big Lottery
Music (First Access Recorder/Singing) Little Fingers	£3,000.00	Y3 & Y4 Lessons to raise self esteem and promote confidence. Y1 Little Fingers 20 week Music Programme
Music Lessons	£570.00	Individual Brass Lessons (5 pupils at £38 per term)
Enrichment Programme	£4,600.00	Improved confidence, raised aspirations, narrowing of gaps in Numeracy. Targeted Y4, Y1
Y6 Leadership Programme	£2,400.00	Bespoke programme to gain an award with sport accreditation.
Cookery Club	£750	Cookery for Y5 After School. Making healthy meals to assist parents at home.
Outdoor Den Building Day	£300	Y6 den building day for pupils to engage with teamwork skills, co-operation and learning in the natural environment.
Online Reading Resources	£4,000.00	Phonics Bug and Bug Club to promote reading using most up to date resources. EYFS – Y6. Includes 2 x sets of physical books, training and online books.
Cool Milk	£600	Payment of milk for PP Pupils.
Robinwood Outdoor Residential	£1500	Payment for subsidised visit for Y5 pupils.
Educational visits/trips	£5,000.00	Opportunities to bring learning to life and increase participation for all.
Total Planned Expenditure = £30,530.00		Pupil Premium Allocation £26,500 Additional Provided by School £4,030.00

2016 : 73% of Y6 pupils achieved the expected standard in Reading, Writing and Maths (combined). National was 53%

