

Pupil Premium Strategy Statement: Byerley Park Primary School 2018 - 2019

1. Summary information					
School	Byerley Park Primary School				
Academic Year	2018/19	Total PP budget	£39,980	Date of most recent PP Review	Oct 2018
Total number of pupils	211	Number of pupils eligible for PP	36	Date for next internal review of this strategy	July 2019

2. Current attainment		
	<i>Pupils eligible for PP – Byerley Park 2018(9)</i>	<i>Pupils not eligible for PP (Byerley Park - 2018)</i>
% of pupils achieving the expected standard in reading, writing and maths	33%	79%
reading progress score	-1.4	0.2
writing progress score	-10.6	-3.3
maths progress score	-4.3	0.5

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	To raise attainment in writing in line with peers	Children meet at least age-related expectations
	To narrow gaps between PP and non PP pupils in Y1	% of PP children at expected + in Reading, Writing and Maths is within 15% of non PP pupils at the end of year 1.
	Children work with greater independence	Monitoring processes show that children are more able to work without support
	Fewer recorded behaviour incidents	Over time few incidents recorded

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.	Outcomes for pupils in receipt of PP are not as strong in Y6 for 2018, in comparison to 2017, particularly in writing.
C.	Attendance of some PP pupils has been poor, particularly in Year 6.
D.	Levels of resilience for some pupils (including those eligible for PPG) are not good; this leads to an over-reliance on adults and a detrimental effect on academic progress.
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.	Some reluctant parents to engage fully with school to benefit their own child's learning eg Homework

5. Planned expenditure					
Academic year	2018/19				
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?
Strengthen Whole School strategy to supporting PP pupils	Establish a PP Champion to monitor and coordinate whole school PP strategy	KS1 and KS2 department leads to oversee a whole school approach to ensure that PP pupils receive appropriate targeted support across EYFS, KS1 and KS2.	PP Champions will monitor PP pupils progress and attainment across the whole school in Core and Foundation Subjects.	RP SH	Review at the end of half terms 3 and 6.
To further raise standards in writing across the school.	Embed agreed approaches for the quality teaching of writing across the curriculum.	Quality-first teaching delivers well-matched, deep and enriching activities to stimulate writing.	Planning and work book scrutiny. Staff training in the teaching of writing. Lead teacher to support colleagues in implementation of approaches	All Staff	July 2019 Proportion of PP Pupils to meet ARE in Writing increases to 60% at end of KS2.
Year 1 – Gaps present for PP children in Reading, Writing and Maths. Develop greater resilience within our pupils.	Develop and refine the role of TAs in the classroom when supporting pupils' learning.	Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits.	CPD for TAs and teachers will focus on examining the role of TAs in building independence in our learners. We will utilise peer and self-observation to scrutinise this fully and build a clear set of expectations for the role of the TA in supporting learning and particularly for developing independence in our pupils.	AG	End of academic year 2018-19
Total budgeted cost					£18,000

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
Improved progress for pupils who are not meeting ARE.	Weekly small group sessions in Maths and English with experienced teacher, in addition to standard lessons.	We want to provide extra support to accelerate progress. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.	Lesson Observations. Quality first teaching. Known teachers to school.	AG Teachers	Each term.
Total budgeted cost					£19,000
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 attendance rates of pupils who are attending below the school average.	Head of School to work closely with the families of PP pupils who are also working with other external agencies. DM (Admin) to track	"We cannot improve attainment for children if they aren't actually attending school". NFER In 2017/18 the attendance of PP eligible pupils was 94.6% and for the rest of the school the figure was 97.0%.	Head of School will feedback on 'at risk' pupils at SLT meetings to ensure that (school based) actions agreed with external agencies are fulfilled.	DM AG	Monthly
Total budgeted cost					£500

Total budgeted cost	£ 37,500
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The school provides individual support enabling pupils to access all provision when required.

- Instrumental tuition. (£400)
- Free Educational Visits and Visitors for all pupils. (£7000)
- Staff CPD (£1000)

Total budgeted cost	£ 45,900
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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.	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.					
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 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. Evaluation: Maths is narrowing the gaps in terms of attainment and progress.	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

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/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 Evaluation: Most year groups, there is a narrowing of gaps. Specific Y6 cohort tricky to manage and difficult to motivate. All resources used seemed to make little impact.	GF AW AR	Jan 2018 – May 2018
Total budgeted cost					£15,000
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	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. Evaluation: this seemed to work for specific pupils. Improved motor skill	AG/RP/LP MGFA	July 18

		give as much opportunity to our children as possible.	development.		
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. Evaluation; successful outcome of 100% achieved.	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. Evaluation: Pupils learned instruments and focused in lessons. Rhythm and beat work successful in EYFS.	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.