

Pupil Premium

The purpose of this report is to inform parents, carers and governors how the Pupil Premium Funding for 2019 – 2020 will be used.

Pupil Premium is an additional amount of funding allocated to schools by the government to support the learning and progress of children in receipt of free school meals or those looked after by the local authority. It is for schools to decide how the Pupil Premium is spent and they will be held accountable for how this additional funding is impacting on those for whom the money is allocated.

Pupil Premium is allocated to schools for

- Children of statutory school age from low-income families who have been registered as eligible for free school meals (FSM) at any point in the last 6 years.
- Children who are looked after, adopted from care after 2005, left care under a special guardianship or residence order.
- Children who have one parent serving in the armed forces.

In 2019 -2020 the level of premium is £1320 per pupil for those eligible for FSM, up to £1900 per pupil if they are looked after and £300 per pupil for service children. Currently we have 15 children in receipt of pupil premium which represents 15% of our school community. The school receives a budget of £23 020 for these pupils. LAC PPG has to be bid for through the LA virtual school.

How we spend our Pupil Premium Funding

The governors at Burton Agnes have agreed that the school should allocate the funding in ways that impact positively on the outcomes of pupils in receipt of this. Funding should break down any of the barriers that stop a child from learning. This could be linked to social and emotional issues, confidence, resilience and self-esteem, low levels of attendance and poor prior attainment and allowing children to access the same opportunities and enrichments as others. This list is not exhaustive. The school has a Pupil Premium Champion, which is Mrs Helen Jameson and a Pupil Premium Governor which is Mrs Sarah Burdass. Mrs Jameson reports to the Governors on a termly basis about this funding and the impact it is having on pupils. Pupil progress is checked termly to check if support is working and adjustments are made where impact is small.

For more information on allocation of the Pupil Premium, please follow this link:

<http://www.education.gov.uk/schools/pupilsupport/premium>

The following document explains how Burton Agnes CE Primary School plans to spend the funding this financial year.

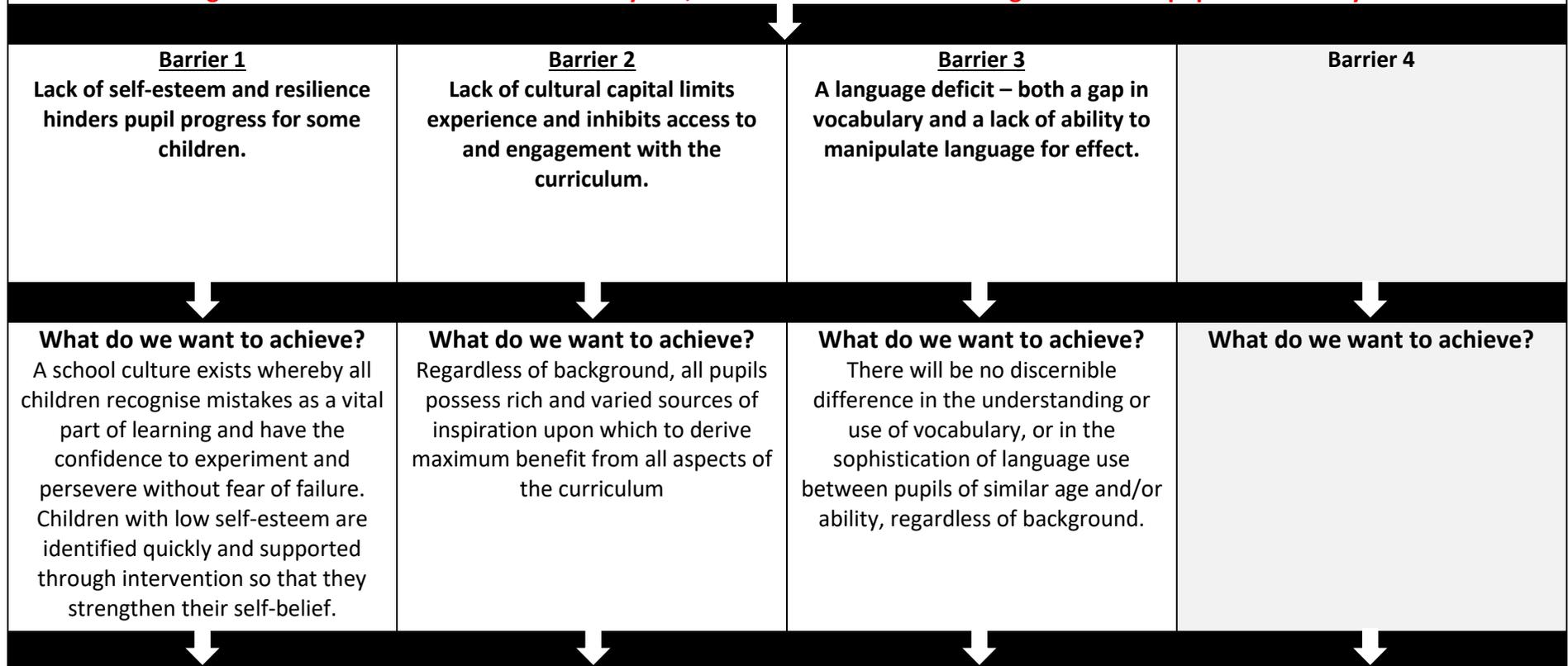
School Name **Burton Agnes School**

Pupil Premium Strategy 2019-20

Pupil Premium Champion	Mrs H Jameson	Pupil Premium Governor	Mrs S Burdass
Number of Pupil Premium pupils on roll	14	Pupil Premium as percentage of roll	15% Including nursery numbers

What have we identified as the key internal & external barriers to learning?

NB These are generic barriers identified over recent years, so as not to be identifiable against current pupils within very small cohorts



<p>What will success look like this year?</p> <p>The Happy Centred Schools programme will be fully embedded across school so that children have a toolkit of strategies to help them cope in the school environment.</p>	<p>What will success look like this year?</p> <p>All pupils will have had the opportunity to participate in at least 2 school visits. All pupils will experience a visit to the theatre. 100% of disadvantaged pupils will take part in the Y6 residential. This will increase pupil engagement in writing tasks.</p>	<p>What will success look like this year?</p> <p>Pupils will be exposed to rich texts, related to classroom learning to enhance vocabulary skills. Curriculum identifies key vocabulary for children to know and understand in each curriculum area.</p>	<p>What will success look like this year?</p>
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How will we know we are being successful?

Barrier	What will success look like this year?	What will our interim reviews show?		
		Review 1 December 2019	Review 2 April 2020	Review 3 July 2020
<p>1. Lack of self-esteem and resilience hinders pupil progress for some children</p>	<p>The Happy Centred Schools programme will be fully embedded across school so that children have a toolkit of strategies to help them cope in the school environment.</p>	<p>Children are happier in school. Children can use emotional literacy to explain how they. Happy trees show an increase in amount of children who evidence the skill we are focusing on each half term. Staff continue to become familiar with the Happy school programme Children identified for Elsa have increased ability to talk through emotions</p>	<p>Reduction beginning to take place in behaviour logs due to children having the language and strategies to cope better with emotions. Children are happier in school. Children can use emotional literacy to explain how they. Happy trees show an increase in amount of children who evidence the skill we are focusing on each half</p>	<p>Increased outcomes both attainment and progress for targeted children. Reduction in behaviour logs due to children having the language and strategies to cope better with emotions. Children are happier in school. Children can use emotional literacy to explain how they. Happy trees show an increase in amount of children who</p>

		<p>and develop strategies to cope. CPOMS is starting to be used effectively to keep everyone up to date on individual pupils needs.</p>	<p>term. Staff continue to become familiar with the Happy school programme Children identified for Elsa have increased ability to talk through emotions and develop strategies to cope. CPOMS is being used effectively to keep everyone up to date on individual pupils needs.</p>	<p>evidence the skill we are focusing on each half term. Staff continue to become familiar with the Happy school programme Children identified for Elsa have increased ability to talk through emotions and develop strategies to cope. Happy Centred schools embed. CPOMS is being used effectively to keep everyone up to date on individual pupils needs.</p>
<p>2. Lack of cultural capital limits experience and inhibits access to and engagement with the curriculum.</p>	<p>All pupils will have had the opportunity to participate in at least 2 school visits. All pupils will experience a visit to the theatre. 100% of disadvantaged pupils will take part in the Y6 residential. Children will access rich resources and music lessons if desired. This will also increase pupil engagement in writing tasks.</p>	<p>Lunch time clubs are available for children to participate in covering a range of activities. All children will have experienced a trip to the theatre. First news activity on a fortnightly basis is up and running. Staff are sharing resources they find such as the British Museum website. Children in KS2 will have visited a museum. After school clubs will be well attended.</p>	<p>Lunch time clubs are available for children to participate in covering a range of activities. First news activity on a fortnightly basis is up and running and increasing awareness of world around them. Staff continue to share quality resources they find Children in KS1 will have taken part in a visit After school clubs will be well attended. Writing is inspired by experiences</p>	<p>Lunch time clubs are available for children to participate in covering a range of activities and participant's numbers have increased. First news activity on a fortnightly rota is increasing awareness of world around them. Staff continue to share quality resources they find Children in Year 5 and 6 will have attended the residential. All children will have experienced a visit in school to enhance the curriculum.</p>

				After school clubs will be well attended. Writing is inspired by experiences and progress and attainment reflect this.
3. A language deficit – both a gap in vocabulary and a lack of ability to manipulate language for effect.	Pupils will be exposed to rich texts, related to classroom learning to enhance vocabulary skills. Curriculum identifies key vocabulary for children to know and understand in each curriculum area	Displays in class promote language Children are encouraged to use challenging vocab All children have access to high quality texts. Discussions with children and written work uses ambitious vocabulary Parents meetings stress the importance of early development of vocab and the power of talk. Early years children take part in Socially speaking with ginger bear. Salt referrals are made where necessary.	Story sacks have been created for early years' pupils to develop language skills. Children continue to use key vocab and development link to curriculum areas. Children continue to read high quality texts and are accessing books from library. Written work shows an increased use of technical vocab.	Displays in class promote language Children in KS2 have opportunity to confidently speak in front of others – Dragons den pitch Story sacks have been created for early years' pupils to develop language skills. Children continue to use key vocab and development link to curriculum areas. Children continue to read high quality texts and are accessing books from library. Written work shows an increased use of technical vocab with good outcomes.
4.				
When will we undertake the next full impact review of our strategy & spending?			July 2020	

How much money do we have to address the identified barriers to learning?

Number of Eligible Pupils	15	Total Pupil Premium Budget	£23 020 (Committed £20440) £2580 responsive spending remaining
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How will we spend this money to address the identified barriers to learning?

Identified barrier and what we hope to achieve	Approaches to be implemented	What evidence do we have that this approach has the potential to be successful?
<p>1. Lack of self-esteem and resilience hinders pupil progress for some children</p> <p>Goal: A school culture exists whereby all children recognise mistakes as a vital part of learning and have the confidence to experiment and persevere without fear of failure. Children with low self-esteem are identified quickly and supported through intervention so that they strengthen their self-belief.</p>	<p>At times children can struggle with managing their feelings and emotions. This can impact on their learning in the classroom. ELSA is offered to children who need support managing social, emotional and mental health needs. This supports them with accessing learning in the classroom. It also promotes their wellbeing and allows them to work on managing feelings and emotions. It also provides children with strategies to use outside of the ELSA sessions. Resources and supply cover for supervision. £2500</p>	<p>EEF toolkit identifies social and emotional learning having an identifiable and significant impact on attitudes to learning, social relationships in school, and pupil progress (+4 on average). We have experienced much success in school for children who have had ELSA sessions.</p>
	<p>To support the approach outlined above, the school will continue to use the Happy Centred Schools programme. This provides class teachers with the tools to enhance the personal, social, emotional and economic well-being and happiness of the whole school community and support mental health. £720</p>	<p>Increasing happiness in children can help break the deeply ingrained, limiting beliefs and self-perceptions that stifle aspiration and hamper the ability to achieve. HCS is developed by former headteachers and industry experts in psychology, motivation, engagement and behaviour change. It draws on research by academics. HCS has received positive feedback from existing HCS Schools.</p>
	<p>During unstructured times of the day some children may need support and advice in managing social situations. ELSA trained staff</p>	<p>School has experienced much success through this approach. Our evidence shows that using this</p>

	are available throughout break times to reinforce positive play and discuss strategies and ways to manage social situations as they arise TA funded to support individual child at lunchtime to help model and support appropriate play and behaviours and social interaction. £2220	approach can help children return to class after breaktimes in a calm manner and ready to learn.
	Providing breakfast club for pupils each day. (7 places) £3150	Breakfast clubs can boost pupils' reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a trial published by the EEF.
	The use of CPOMS to track those pupils needing help and also record action/success. £600	Feedback and testimonials from schools using CPOMS show it to be an invaluable tool for helping to manage the safeguarding and wellbeing of pupils. It ensures any concerns logged are seen quickly by the right people so that effective intervention can be swiftly put into place. It can also help track the success of intervention.
	Intervention for children who are falling behind providing catch up or pre teaching support implemented by TA's before school. £3500	Past support in school has shown this be effective. EEF states that research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.
	Budgeted Cost £9540	
2. 2. Lack of cultural capital limits experience and inhibits access to and engagement with the curriculum.	A barrier to some children's development is lack of opportunity to access a wide range of experiences to put their learning into context. Throughout the year we organise a range of visitors across different subjects to come into school and work with the children, sharing their expert knowledge. This action will support the development of the whole child and support them in making links and connections	There is limited evidence of impact on attainment of enrichment activities, but at Burton Agnes we believe enriching education has intrinsic benefits. We believe all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.

<p>Goal: Regardless of background, all pupils possess rich and varied sources of inspiration upon which to derive maximum benefit from all aspects of the curriculum</p>	<p>between classroom learning and real-life events. It will also encourage children to have aspirations for their future. £1000</p>	
	<p>Enrichment opportunities are arranged for children that involve leaving the school site and taking part in memorable experiences through school visits. In order for these visits to be provided including the end of year residential for Year 6, school heavily subsidises the cost for all visits. This helps to impact on children’s academic progress through making real life links to their learning and it will have a positive impact on their social and emotional development. £700</p>	
	<p>We believe it is important to provide pupils with opportunities to access a range of enrichment activities to improve their experiences and develop life skills. The school offers clubs in drama, art, choir, additional music lessons and sporting activities. School funds all of these activities as we believe it helps to provide opportunities that foster the development of the whole child and create memorable experiences whilst developing skills £1200</p>	
<p>Budgeted Cost £2000</p>		
<p>3. 3. A language deficit – both a gap in vocabulary and a lack of ability to manipulate language for effect</p> <p>Goal: There will be no discernible difference in the understanding or use of vocabulary, or in the sophistication of language use between pupils of similar age</p>	<p>In order to enhance our pupils relevant vocabulary we believe children need to be given time to learn about and discuss real life issues. Pupils have timetabled sessions based around relevant and topical news events on order to give them access to a broader vocabulary to use both in and out of school £200</p>	<p>??</p>
	<p>A barrier to learning for some pupils is they may not always have exposure to age appropriate, high quality texts. There is not a local library in the area so as a school we feel it necessary to provide pupils with opportunities to read quality texts both in an out of school. This will help to strengthen their use of vocabulary in their writing. £4200</p>	<p>We believe that children need access to good quality texts to help them to become lifelong readers and writers. The use of high quality books in our school helps to engage and support out</p>

and/or ability, regardless of background.		children to become motivated and independent readers.
	Providing individual and small group support to help accelerate the progress of pupils who have a SALT programme. £3000	We have found pupils make more progress with their speech and language development if they receive regular and focused work based on their programme devised by SALT.
	Social group £750	Impact on pupil's confidence and communication. Less behaviour issues and more ready for learning.
	Ginger bear – intervention £750	We have found pupils make more progress with their speech and language development if they receive regular and focused work based on this programme
	Budgeted Cost £8900	
4.		
	Budgeted Cost	



How successful are we being?

Barrier	What will success look like this year?	What do our interim reviews tell us?		
		Review 1 [Date]	Review 2 [Date]	Review 3 [Date]
1. 1. Lack of self-esteem and resilience hinders pupil progress for some children	The Happy Centred Schools programme will be fully embedded across school so that children have a toolkit of strategies to help them cope in the school environment,			
2. 2. Lack of self-esteem and resilience hinders pupil	All pupils will have had the opportunity to participate in at least 2 school visits. All			

<p>progress for some children</p>	<p>pupils will experience a visit to the theatre. 100% of disadvantaged pupils will take part in the Y6 residential. Writing outcomes will be in line with Progress indicators from KS1 or better.</p>			
<p>3. 3. A language deficit – both a gap in vocabulary and a lack of ability to manipulate language for effect</p>	<p>Pupils will be exposed to rich texts, related to classroom learning to enhance vocabulary skills. Curriculum identifies key vocabulary for children to know and understand in each curriculum area</p>			
<p>4.</p>				



Did we achieve what we set out to achieve this year?

Barrier & what we said success would look like	What did we spend our money on and how much did we spend?	How successful were we and to what extent did each of our chosen approaches contribute to this success?
<p>1. 1. Lack of self-esteem and resilience hinders pupil progress for some children</p>		
<p>2. Lack of cultural capital limits experience and inhibits access to and engagement with the curriculum.</p>		
<p>2. 3. A language deficit – both a gap in vocabulary and a lack of ability to manipulate language for effect</p>		
<p>4.</p>		



EAST RIDING

OF YORKSHIRE COUNCIL

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