



1. Summary information			
School	Burton Joyce Primary School		
Academic Year	2016/17	Total PP budget	£23.320
Total number of pupils	350	Number of pupils eligible for PP	19
		Date of most recent PP Review	22.9.16
		Date for next internal review of this strategy	Jan 2017

2. Current attainment	
	<i>Pupils eligible for PP (your school)</i>
% achieving ARE (Secure) or above in reading, writing and maths (Combined)	47.4%
% achieving ARE (Secure) or above in reading, writing and maths (Individually)	R 52.6% W 42.1% M 74%
% making at least 4 steps of progress in reading	82.4%
% making at least 4 steps of progress in writing	88.3%
% making at least 4 steps of progress in maths	70.9%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
26.9% of identified PP children are also SEN and class action with specific needs. 21% on SEN register	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	
B.	

C.		
D.	External barriers (issues which also require action outside school, such as low attendance rates)	

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children identified in KS1 make expected progress in line with their peers as they move into KS2 through targeted work linked to their need and planned by the class teacher. PP children supported in their learning journey by focussed teacher and teaching assistant support.	Children eligible for PP in KS1 and lower KS2 make expected progress in line with their peers in Reading, Writing and Maths. Measured through teacher assessment, monitoring and work scrutinies.
B.	A higher proportion of PP children across both key stages are reaching ARE in line with their peers through targeted work linked to their need and planned by the class teacher. PP children supported in their learning journey by focussed teacher and teaching assistant support.	A higher proportion of PP children making better than expected progress and reaching ARE in line with other children in their classes.
C.		
D.	Children with attachment disorders, anxiety and relationship difficulties making less than expected progress in line with their peers. Children to attend nurture group sessions.	Children feel happier, safer, more relaxed, more confident and ready to participate in their learning environments in a positive way leading to at least expected progress being made

5. 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.					
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?
A. PP children identified in KS1 make expected progress in line with their peers as they move into KS2	Staff training on high quality feedback. Quality first teaching to target specific needs. Support from both teachers and teaching assistants. CPD for staff on providing quality first teaching and supporting learning.	We have invested a significant amount of time on the importance of quality teaching focussing on the specific need of the children and the importance of quality feedback for the children to make accelerated progress.	CPD linked to specific needs Use INSET days and staff meetings to deliver training. Observations and Learning walks Lessons from training embedded in school feedback policy.	PP Lead JL	Jan 2017
B. A higher proportion of PP children across both key stages reaching ARE in line with their peers.		We feel quality teaching assistant support, guided by the teacher on provided key focussed support also can have a significant impact on progress and attainment.			
D. Children with attachment disorders, anxiety and relationship difficulties to make at least expected progress.	Children to attend nurture group sessions with trained teaching assistant	Children respond positively to the 1-1 support and guidance in the nurture group environment, building confidence to talk in a 1-1 or small group setting.	Clear and robust links between the nurture group TA and class teachers so feedback supports what the children need in their class to support learning.	PP Lead JL RB nurture TA	Jan 2017
Total budgeted cost					£23320

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?	
A. PP children identified in KS1 make expected progress in line with their peers as they move into KS2	Quality first teaching focussed on specific needs of the children. Teachers plan appropriately identifying specific need of the children to make at least expected progress and with a greater proportion of PP children meeting ARE at the end of the year or key stage. Focussed TA support and intervention groups, led by the class teacher with continuous feedback and monitoring to ensure progress is being made.	We want to provide extra support to maintain at least expected progress. Small group interventions with highly qualified staff have been shown to be very effective. We have invested a significant amount of time on the importance of quality teaching focussing on the specific need of the children and the importance of quality feedback for the children to make accelerated progress.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Teachers and TA's give regular feedback so planning can be updated and progress can be closely monitored	Class teachers PP lead JL	Jan 2017	
B. A higher proportion of PP children across both key stages reaching ARE in line with their peers.		We feel quality teaching assistant support, guided by the teacher on provided key focussed support also can have a significant impact on progress and attainment.				
D. Children with attachment disorders, anxiety and relationship difficulties to make at least expected progress.	HL TA leads nurture group sessions with regular feedback with Class teacher.	Children respond positively to the 1-1 support and guidance in the nurture group environment, building confidence to talk in a 1-1 or small group setting.	Clear and robust links between the nurture group TA and class teachers so feedback supports what the children need in their class and so impact positively on their learning.		Jan 2017	
Total budgeted cost						£233320
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	

					implement ation?
Total budgeted cost					

6. Review of expenditure					
Previous Academic Year		2015/16			
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 progress and attainment in reading, writing and maths	Teacher employed to work solely with PP children based in class supporting the children or taking the class to allow the class teacher more focussed time with the PP children. Teacher also delivered pre teaching sessions to help support accelerated progress leading to improved attainment.	Good progress has been made by most PP children.	Although children made good progress it was a high cost approach. We feel we could get greater impact on using highly skilled TAs to work with the class teachers on pre teaching and class targeted support, led by the class teachers. This would provide a better cost to hour support ratio with the same outcome.	£21,120	

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

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

7. Additional detail			