



## Burton Joyce Primary School Pupil Premium

1. Summary Information					
<b>Academic Year</b>	2017-2018	<b>Total PP Budget</b>	£18, 480	<b>Date of most recent internal PP review</b>	October 2018 <b>Next review:</b> October 2019
<b>Total Number of Pupils</b>	322	<b>Number of pupils eligible for PP</b>	14	<b>% of NoR who are eligible for PP</b>	4%

2. Attainment at end of academic year 2017-2018		
3a. Current attainment	% achieved by pupils eligible for PP (19 pupils)	% achieved by pupils not eligible for PP (346)
% achieving the expected standard in reading, writing and maths combined	47%	67.9%
% achieving the expected standard in reading	58%	78.7%
% achieving the expected standard in writing	53%	74%
% achieving the expected standard in maths	68%	80.1%
3b. Current attendance (absence and persistent absence rates)		
	96.92%	96.84%
3c. Current fixed term exclusions		
0	0	2 exclusions

**4a. Brief summary of key aspects of Pupil Premium spending for 2017-2018.**

- Additional support to deliver personalised/ small group intervention programmes.
- Provision of nurturing and counselling sessions when required.
- Enabling pupils to participate school residentials and educational trips by providing staff and/or financial support for families.
- Additional resources/ equipment such as Social and Emotional resources and dyslexia friendly reading books.

**4b. Impact headlines**

The pupil premium grant, although in regard to our whole school budget, does make a difference to the achievements and all round experience of our children who are entitled to this grant. We ensure all our disadvantaged children have the same opportunities in school and out of school as all of our other children. All the children are closely tracked, and interventions are put in place as soon as they are needed.

**5. Number of disadvantaged pupils currently in the school in each year group in 2017-2018**

Year Group	Number in Year Group	Number of disadvantaged pupils in year group	% of year group who are eligible for PP
Year 6	60	3	5%
Year 5	55	3	5%
Year 4	52	6	12%
Year 3	44	1	2%
Year 2	46	2	4%
Year 1	45	2	4%
R	45	2	4%

**6. Barriers to future attainment (2018-2019) (for pupils eligible for PP, including high-ability)****In-school barriers**

- A.** Some eligible PP children in EYFS have communication difficulties- speaking, listening and understanding.
- B.** Some eligible PP children have SEND.
- C.** Some eligible PP children have EAL.

**External barriers**

- D.** Low income prevents some PP pupils taking part in residential visits.
- E.** Low income prevents some PP pupils to access extra-curricular activities.

<b>7. Desired Outcomes (2017-2018)</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>
<b>A.</b>	Improvement in attainment in reading, writing and maths (outcomes monitored and measured through Pupil Progress Meetings which will discuss and evaluate the use of strategies and the effect they have on pupil progress and attainment).	An increased percentage of pupils eligible for PP are working at ARE for reading, writing and maths.
<b>B.</b>	Communication skills are improved for children (measure through weekly observations/ assessment and end of year data)	An increase in the percentage of children achieving CLL in EYFS.
<b>C.</b>	The emotional health and well-being of pupils is supported.	Few incidents reported involving PP pupils. Teachers report few incidents of low-level disruption and greater engagement of pupils.
<b>D.</b>	Pupils have greater access to wider opportunities to enhance the curriculum (monitored through PP clubs audit).	Pupils accessing PP funding are provided with a range of enrichment activities to enhance learning.
<b>E.</b>	Pupils are able to take part in residential visits (monitored through EVC report/ discussion with class teacher)	Self-confidence and independence increased.

<b>8. Brief summary of key aspects of Pupil Premium intended spending for 2018-2019</b>
<ul style="list-style-type: none"> <li>• Standard offer for children with in receipt of PP funding.</li> <li>• Additional support to deliver personalised/ small group intervention programmes.</li> <li>• Provision of nurturing and counselling sessions when required.</li> <li>• Enabling pupils to participate school residentials and educational trips by providing staff and/or financial support for families.</li> <li>• Additional resources/ equipment such as Social and Emotional resources and dyslexia friendly reading books.</li> </ul>

<b>7. Desired Outcomes (2018-2019)</b>	
<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>
Improvement in attainment and progress in reading, writing and maths (outcomes monitored and measured through class cohort meetings and data analysis by PP lead). Strategies and intervention will be evaluated to ensure effectiveness and edited/ changed where needed. Monitor PP teachers interventions and assess effectiveness termly.	An increased percentage of pupils eligible for PP are working at ARE for reading, writing and maths (in particular their combined R/W/M levels).

<p>Social and emotional development improved. Less instances of behaviour issues.</p>	<p>Less behaviour issues registered on Cpoms. Emotional development improved. Few incidents reported involving PP pupils. Teachers report few incidents of low-level disruption and greater engagement of pupils.</p>
<p>Pupils have greater access to wider opportunities to enhance the curriculum due to the introduction of the standard offer (monitored through PP clubs audit).</p>	<p>Pupils accessing PP funding are provided with a range of enrichment activities to enhance learning.</p>
<p>Pupils are able to take part in residential visits (monitored through EVC report/ discussion with class teacher)</p>	<p>Self-confidence and independence increased.</p>