

## Baines' Endowed Pupil Premium Strategy Statement (primary)

1. Summary information					
<b>School</b>	Baines' Endowed CE Academy				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£188,316 Expected Income  £308,150 Expected spend	<b>Date of most recent PP Review</b>	Autumn 2018
<b>Total number of pupils</b>	479 + 83 Nursery children	<b>Number of pupils eligible for PP</b>	158 children (inc 25 nursery chn)	<b>Date for next internal review of this strategy</b>	Spring 2019
<b>1. Current attainment EYFS</b>					
GLD 70%					
Reading 75% Writing 72% Maths 77% Speech and Language 83%					

2. Current attainment KS1				
	Achieving Expected	Achieving Greater Depth	Pupil Premium	Pupils not eligible for PP
Reading	65%	20.0%	41%	73%
Writing	62%	16%	41%	69%
Maths	71%	25%	41%	79%
3. Current attainment end of KS2				
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
<b>% attaining EXS + in Reading, Writing and maths</b>	<b>53%</b>		<b>69%</b>	
<b>Progress measure Reading</b>	<b>0.1</b>		<b>0.3</b>	
<b>Progress measure Writing</b>	<b>-0.5</b>		<b>0.2</b>	
<b>Progress measure Maths</b>	<b>0.3</b>		<b>2.5</b>	
4. Barriers to future attainment (for pupils eligible for PP)				
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )				
<b>A.</b>	Poor speech and language			
<b>B.</b>	Social Emotional Mental Health issues			
<b>C.</b>	Parental engagement in learning			
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )				
<b>D.</b>	High needs children			
5. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )			Success criteria	

<b>A.</b>	% Pupil Premium children achieving ARE or above at end of KS2 in line with local and national averages	The gap between PP and non-PP shows that PP chn are achieving similar percentages of ARE and above ARE as non-PP.
<b>B.</b>	Gap between pupil premium children and non-pupil premium children in school reduces in each year group, in Reading, Writing, Maths and EGPS	Difference in percentages of non-pupil premium children and pupil premium children in each year group, in reading, writing, maths and, in Years 2-6, EGPS, reduces this year.
<b>C.</b>	PP children with SP&L needs will make good progress with SP&L	Speech and language will be improved and the SP&L therapist will assess that progress had been made.
<b>D.</b>	PP pupils with SEMH needs will develop effective strategies to support their own learning.	PP pupils with identified SEMH needs will demonstrate that they have developed some effective learning strategies to use in the classroom, to support independent learning. PP pupil data will show that progress is on track and is at least expected.

## 6. Planned expenditure

<b>Academic year</b>	<b>2018/2019:</b> Expected income is as follows: £188,020 – Pupil Premium ; £21,275 PP LAC; £6,600 EYPP			
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				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated Impact</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

All teachers - 20% of salary for time spent on PP pupils: £170,634	QFT in class	We employ teachers to cover PPA, to support continuity in our classrooms over the course of each year. Relationships with children are supported and PP children are able to have consistency in their teachers. This support also means that class teachers are able to devote a proportion of their time to PP students, through inclass support, Pupil Progress meetings, focused intervention and, in some year groups, booster classes before and after the school day. Increased opportunities for PP pupils to achieve more and make expected progress during the year.	HT/SBM/ Classteachers	Annually
Asst HT – Yr 6 teaching plus PP lead = 0.7 of her time: £37,876	Additional Year 6 set.	Results from Year 5 to Year 6 increased in Reading, Writing, Maths and EGPS.  The gap between PP and non-PP will reduce significantly.	HT/Govs/AHT	Annually
Employ classteacher for each morning for third set in Year 5 £28,926	The third set allows for smaller class numbers in the HA, MA and especially the LA groups, so that teachers can better personalise learning.	PP students are supported in smaller classes to enable them to better access the English and Maths curriculum and to support personalised learning taking place more effectively.	HT/Govs/Year 5 teacher	Annually
20% of TA support in each class each morning.		Additional learning support from TAs is needed for most PP pupils in class. TAs support PP pupils academically, but also emotionally and socially.	HT/Govs/DHT/ Classteachers	Annually

P/T Learning Mentor £6,624	Learning Mentor works one-to-one with targeted PP pupils to remove barriers to learning.	Specific PP children require ongoing support to enable them to access the curriculum successfully, through work done by the Learning Mentor to remove barriers to learning.	HT/Govs/ SENDCo	Annually
Additional office admin for PP pupils £4,733	Necessary administration to identify and support PP pupils in school and nursery.	Admin is required for a variety of functions: to process funding; input onto SIMS; produce necessary paperwork required by classteachers to identify PP pupils across school and nursery; liaise with external agencies.	HT/Govs/SBM	Annually
<b>Total budgeted cost</b>				£248,793
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated Impact</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
SENDCo Time @30% £17,406	Early identification of SEN, SP&L and SEMH needs of PP pupils.	Necessary work to identify SEN, SEMH and SP&L needs of PP pupils. Ongoing work throughout the course of the pupils journey throughout the year (and most support will need to continue throughout the pupil's learning journey through school/nursery).	SENDCo	Annually
Behaviour Team to support learning in class £10,925	Increased PT Behaviour Asst to FT.  Employ 0.8 Behaviour Asst.	Necessary work to support PP pupils accessing the curriculum:  Some PP pupils require intensive support, sometimes daily, often weekly. This support is through nurture activities to prevent behaviours from forming barriers to learning and responsive work, as a result of behaviours that are barriers to learning.	DHT/ Behaviour Team	Termly re focused groups/children and annually re budget allocation.
Shine therapist £4,200		Identified support for PP pupils to allow them to access learning more effectively.	HT/SENDCo/ Shine Therapist	Termly

TA intervention in the afternoons £9,910	TAs delivering targeted intervention for part of the afternoon and also supporting learning in some classes – whole school.	Additional support in English and Maths for PP pupils. Data show that progress whilst in intervention is good and PP pupils generally make accelerated progress in these group sessions. Analysis is presented to governors annually.	HT/AHT	Termly
Trip subsidies £1,000	PGL  Other day trips	Subsidies allow PP pupils to access trips, that parents may not be able to contribute to.	HT/SBM	Termly
Five days of SSA support for PP pupils £15,916	RL Monday to Friday	Focused support in English and Maths for LA PP pupils to help them make progress towards ARE learning levels.	HT/Govs/ SENDCo	Termly re focused groups/children and annually re budget allocation.
<b>Total budgeted cost</b>				£59,357

<b>7. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2017-2018</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

All teachers - 20% of salary for time spent on PP pupils	QFT in class	We employed teachers to cover PPA, to support continuity in our classrooms over the course of each year. Relationships with children were supported and PP children were able to have consistency in their teachers. This support also meant that class teachers were able to devote a proportion of their time to PP students, through inclass support, Pupil Progress meetings, focused intervention all took place and PP pupils were a focus throughout the year. In some year groups, booster classes happened before and after the school day.	Continue	£170,634 (excludes AC and nursery teachers)																
Asst HT – Yr 6 teaching plus PP lead = 0.7 of her time	Additional Year 6 set.	<p>Results from Year 5 to Year 6 increased in Reading, Writing, Maths and EGPS:</p> <table border="1" data-bbox="775 552 1554 948"> <thead> <tr> <th></th> <th>2017 Pupils at National Standard / Greater Depth</th> <th>2018 Pupils working at National Standard</th> <th>Increased %</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>66%</td> <td>77%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>73%</td> <td>79%</td> <td>6%</td> </tr> <tr> <td>Maths</td> <td>64%</td> <td>89%</td> <td>25%</td> </tr> </tbody> </table>		2017 Pupils at National Standard / Greater Depth	2018 Pupils working at National Standard	Increased %	Reading	66%	77%	11%	Writing	73%	79%	6%	Maths	64%	89%	25%	Continue	£37,876
	2017 Pupils at National Standard / Greater Depth	2018 Pupils working at National Standard	Increased %																	
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Writing	73%	79%	6%																	
Maths	64%	89%	25%																	

SLT and SMT Pupils progress : KS2 Lead TLR 2 EYFS Lead TLR 2 DHT DHT AHT HT – two		Additional Pupil Progress meetings took place, each with a specific focus on Pupil Premium pupils, so additional time was spent discussing, analysing and planning for the attainment and progress of PP children across school.	Continue	£1046 £1082 £1513 £1409 £1152 £3527 Total: £9729.00
20% of TA support in each class each morning.		Additional learning support from TAs was implemented for most PP pupils in class. TAs supported PP pupils academically, emotionally and socially.	Continue	£17,140
P/T Learning Mentor	Learning Mentor works one-to-one with targeted PP pupils to remove barriers to	Specific PP children received ongoing support, which enabled them to access the curriculum successfully, through work done by the Learning Mentor to remove barriers to learning.	Continue	£6,204
Additional office admin for PP pupils	Necessary administration to identify and support PP pupils in school and	Additional Admin took place for a variety of reasons: to process funding; input onto SIMS; produce necessary paperwork required by classteachers to identify PP pupils across school and nursery; liaise with external agencies.	Continue	£5830
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>



SENDCo Time @30%	Early identification of SEN, SP&L and SEMH needs of PP pupils.	Work was undertaken to identify SEN, SEMH and SP&L needs of PP pupils. Ongoing work took place throughout the year (this support will need to continue throughout each PP pupil's learning journey through school/nursery).	Continue	£15,245
Behaviour Team to support learning in class	Increased PT Behaviour Asst to FT.  Employ 0.8 Behaviour Asst.	Necessary work to support PP pupils accessing the curriculum took place daily throughout the year. Some PP pupils required intensive support, often daily, at least weekly. The support included nurture activities to prevent behaviours from forming barriers to learning and responsive work, as a result of behaviours that were barriers to learning.	Continue	£6802 + £8630
Shine therapist		PP pupils were identified and Shine therapy support was implemented to allow these pupils to access learning more effectively.	Continue	£4,194
TA intervention in the afternoons	TAs delivering targeted intervention for part of the afternoon and also supporting learning in some	Additional support in English and Maths was implemented for PP pupils. Data showed that progress whilst in intervention was good and PP pupils generally made accelerated progress in these group sessions. Analysis was presented to governors annually.	Continue	£21,172
Trip subsidies	PGL  Other day trips	Subsidies allowed some PP pupils to access trips, that parents may not have otherwise been able to contribute to.	Continue – cost dependent on number of pupils and number of trips this year,	PGL: £900  Other day trips:  £860
Five days of SSA support for PP pupils	RL Monday to Friday	Focused support in English and Maths was implemented for LA PP pupils, to help them make progress towards ARE learning levels.	Continue	£14,282

Additional EP assessment for PP children	Year 5 child	This one-off assessment took place to identify the needs of a Year 5 PP pupil.	Single event	£1650
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