

## Pupil premium strategy / self-evaluation

1. Summary information					
<b>School</b>	Balshaw Lane Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£39,520*	<b>Date of most recent PP Review</b>	Sept 19
<b>Total number of pupils</b>	321	<b>Number of pupils eligible for PP</b>	26*	<b>Date for next internal review of this strategy</b>	Summer 2020

\*PP funding allocation 26/02/19

2. Current attainment: end of Summer 2019		
From the school's Lancashire tracker:	<b>Pupils eligible for PP Y1-6</b>	<b>All children Y1-6</b>
<b>% achieving in reading, writing and maths</b>	71%	64%
<b>% making progress in reading</b>	76%	76%
<b>% making progress in writing</b>	76%	70%
<b>% making progress in maths</b>	76%	78%

Attainment at the end of 2018-19		
<b>KS2 2019 SATs (6 children)</b>	<b>6 Pupils eligible for PP (Balshaw Lane)</b>	<b>Pupils not eligible for PP (2018 national benchmark/Other (2019*))</b>
% achieving expected standard or above in Reading, Writing & Maths	Reading Exp+ 83% HS 17%	Reading Exp+ 80% HS 33%
	Writing Exp+ 100% GD 17%	Writing Exp+ 83% GD 24%
	Maths Exp+ 100% HS 17%	Maths Exp+ 81% HS 28%
	RWM Exp+ 83% HS 0	<b>RWM Exp+ 71% HS 13%*</b>
	GPS 100% HS 33%	GPS Exp+ 82% HS 36%

Progress measures at the end of 2017-18 (not currently available for 18/19)		2018	2018																									
% making expected progress in reading (as measured in the school)		0.05 Confidence -5.2 to 5.4	+0.31																									
% making expected progress in writing (as measured in the school)		-0.50 Confidence -5.5 to 4.5	+0.24																									
% making expected progress in mathematics (as measured in the school)		-1.01 Confidence -5.8 to 3.8	+0.31																									
<table><tr><th>KS1 Y2 2 children</th><th>2019 EXS+</th><th>2018 NatAv Other</th><th>2019 GD</th><th>2018 GD Nat Av All/Other</th></tr><tr><td>Reading</td><td>100</td><td>79</td><td>50</td><td>25/28</td></tr><tr><td>Writing</td><td>100</td><td>74</td><td>0</td><td>16/18</td></tr><tr><td>Maths</td><td>100</td><td>80</td><td>0</td><td>21/23</td></tr><tr><td>Combined</td><td>100</td><td>65 All</td><td>0</td><td>n/a</td></tr></table>				KS1 Y2 2 children	2019 EXS+	2018 NatAv Other	2019 GD	2018 GD Nat Av All/Other	Reading	100	79	50	25/28	Writing	100	74	0	16/18	Maths	100	80	0	21/23	Combined	100	65 All	0	n/a
KS1 Y2 2 children	2019 EXS+	2018 NatAv Other	2019 GD	2018 GD Nat Av All/Other																								
Reading	100	79	50	25/28																								
Writing	100	74	0	16/18																								
Maths	100	80	0	21/23																								
Combined	100	65 All	0	n/a																								
3. Barriers to future attainment (for pupils eligible for PP)																												
Academic barriers (issues to be addressed in school, such as poor oral language skills)																												
i)	personal and social issues that can have an impact on children’s learning and progress eg less focus and concentration																											
ii)	less support at home eg for reading and homework.																											
iii)	lower language skills eg less vocabulary																											
Additional barriers (including issues which also require action outside school, such as low attendance rates)																												
iv)	Attendance issues																											
4. Intended outcomes (specific outcomes and how they will be measured)			Success criteria																									
A.	Children across school to be making at least expected progress against ARE.		PP children on track for ARE, with progress towards GD/HS. Measured by internal tracking.																									
B.	Y6 five PP children to reach at least the Expected Standard.		All five Y6 PP Exp+; one child GD/HS for RWM and GPS Measured by Y6 SATs.																									

<b>C.</b>	Increase the % of PP children at GD/HS across school.	Higher % at GD/HS than 2019 (R 24, W 12, M 16, RWM 4% Y1-6) by the end of Summer 2020. Measured by internal tracking and Y6 SATs.
<b>D.</b>	Families supported and children secure/stable to learn effectively.  Improved attendance	Children in school, happy, safe and able to learn.  from PP 95.4% (17/18) to at least 96%.

5. Review of expenditure				
Previous Academic Year 2018-19		£40,160		
i. Quality of teaching for all				
Action	Intended outcome	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
Teachers' class action plans	Understanding of and planning for PP children	<b>Impact: most PP children across school on track.</b> Those not: targeted 1:1 during class work, given extra time eg for reading, supported by TA in class.	To continue in 2019-20. Teachers' awareness of PP progress regularly checked (eg in Pupil Progress meetings and staff meetings) so that PP are a high priority. Individual needs and ways to tailor approaches are built into class action plans.	£1150  2 days' supply X3
Quality feedback	PP children know exactly what they need to improve and how they can do this	PP children were regularly given individual feedback by teacher. This was followed up by targets, communication with parents and marking. Progress was monitored each term against ARE. <b>Impact: PP children were able to explain what they needed to improve on and how to go about doing this in their work.</b>	In class targeting to continue: flexible and bespoke to the child > following EEF recommendation for individual feedback.	£4,679
Class sizes reduced as maths taught in year groups	Greater focus on year group expectations	Accelerated progress to mastery level in maths across school in 2017-18. Number skills much more secure, backed up by mentor support. <b>Impact: higher expectations and challenge for PP children.</b>	Year group teaching must continue for Maths No Problem in KS2. KS1 in 19/20 now single age classes. Y2/3 class avoided. Greater focus enabled on PP children. Book scrutiny indicates that children understanding concepts, with individual support where needed.	£13,790

ii. Targeted support				
Action	Intended outcome	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
Teacher acting as individual mentor 2 hours a week	Individual learning gaps identified by classteacher and then re- taught/ embedded with mentor, enabling the child to move on with the class	<p>Children mostly on track against ARE. Those not on track were identified for extra sessions.</p> <p><b>Impact: gaps in understanding met and concepts re-taught to ensure embedded.</b></p> <p>Some non-PP children were involved in small group work. <b>Impact: PP children were not isolated and self-esteem maintained.</b></p>	To continue in 2019-20. Group work is beneficial > better for targeting several children at once and enables modelling by other children. Tailored work for small groups to meet gap needs, in order for the children to work at the same	£2289
TA support to deliver support and intervention	<p>To provide support/boost to disadvantaged children to help them move on in or to reduce gaps in their learning.</p> <p>This support may be 1:1, in small groups or supporting whole class work.</p> <p>Development of vocabulary, language and phonics.</p>	<p>TA support structured in varying ways to match the needs of the PP child(ren) in the class eg fast-track phonics, maths support Sometimes this was 1:1 or in a small group. Sometimes, extra TA support allowed the teacher to give direct input to the PP child(ren)</p> <p>Lunchtime/playtime support: nurture groups, Lego Therapy, friendship, gardening.</p> <p>Some non-PP children involved in small group work/activities to encourage peer relationships to build resilience.</p> <p><b>Impact: most PP children on track, supported where gaps were evident.</b> Those also on SEN register were monitored closely.</p>	<p>To continue in 2019-20. Support to be within class and some withdrawal. Withdrawal not over-used as can affect learning progression and ability to work in a whole class. Teacher and TA swap/carousel to ensure quality input, that progress is monitored by the teacher, concepts are correctly taught and that expectations are challenging.</p> <p>EEF Toolkit considered: quality of TA provision to ensure maximum progress. Our TAs are experienced and very thorough in their ongoing assessment dialogue with teachers.</p> <p>CPD for TAs to continue to ensure that they are have the skills to teach, support and challenge the children. Teachers will continue to closely liaise with TAs to ensure accuracy of concepts taught eg maths, grammar.</p>	£9,800
iii. Other approaches: removing barriers to learning				
Action	Intended outcome	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

Counselling	To provide support for PP children with personal and social problems	<b>Impact: on self-esteem, confidence and self-awareness.</b> Some self-help strategies taught. Families have commented on positive impact on their child. Some children markedly different since starting counselling.	To continue in 2019-20. Children seem happier, more confident and settled following their sessions.  The counsellor sees 3 children each week. Experience has shown that any more than this is less effective. 6-8 sessions per child, depending on need.	£2952
Liaison with families	Reduce/remove barriers to learning.	Direct communication with families to resolve difficulties.  Meetings to discuss attendance, punctuality and welfare issues.  Meeting with attendance officer to check persistent absence rates.  <b>Impact: strong relationships with parents. Children settled in school and able to learn.</b>	Families don't always respond to notes sent home eg letter asking if they feel that their child's needs are being met.  Better to catch parents informally at the gate or phone them sometimes.  Very useful to check patterns of absence, alongside medical absence.	£500
Support with resources and payments	Uniform, clubs, ed visits, class novels, breakfast club etc	Help for families much appreciated, relieving strain at home and enabling the children to have the 'same' as other children.  <b>Impact: children have access to same opportunities as other children. Parents have confidence that school will support them.</b>	To continue in 2019-20.  Bespoke and flexible funding pot to respond to families' needs, as recommended by EEF Toolkit.	£5000

## 6. Planned expenditure

Academic year 2019-20	£39,520
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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CPD and appraisal targets linked to SIP targets.	Quality first teaching ensures that all PP children achieve in line with or above 'other' children nationally.	<b>Rationale: high quality training for staff ensures that all children are challenged to meet high expectations.</b>	Monitoring and evaluation appraisal and SIP targets; tracking against individual expectations for PP children.	SLT All staff	Termly
Targeted support for GD children.	Increase % of PP children at GD/HS for subjects and Combined RWM.	We are always aiming to challenge our disadvantaged children and ensure that the more able are <b>Rationale: EEF research indicates that 1:1 feedback has clear impact</b>	Teachers and mentor to monitor challenge and children's motivation to move forward.	HG	Internal tracking termly and SATs results.
Teacher' class action plans and pupil progress meetings	Focus on PP children who need targeting	Tracker: PP children across school on track or gaps being targeted. <b>Rationale: monitoring of teachers' focus ensures that PP children are targeted and challenged.</b>	Monitored in Pupil Progress meetings and staff meetings so that PP are a high priority. Book scrutiny of PP children's books. Pupil interviews.	HG All teachers	Termly
Quality feedback	PP children know exactly what they need to improve and how they can do this	Tracker: PP children across school on track and/or know what they need to work on. <b>Rationale: PP children respond well to feedback and evidence in books shows that they can act on advice given.</b>	Discussions with teachers individually in Pupil Progress Meetings and in staff meetings. Teachers able to explain eggs of individual feedback given.	All teachers	Termly
Class sizes reduced as maths taught in year groups	Greater focus on year group expectations	Number skills much more secure, backed up by mentor support. Rationale: improved progress to mastery level in maths across school in 2017-18.	Monitored in Pupil Progress meetings. Book scrutiny of PP children's books. Pupil interviews.	Sarah Singleton – maths leader All teachers	Termly
<b>Total budgeted cost</b>					<b>£19,279</b>
<b>ii. Targeted support</b>					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teacher acting as individual mentor 2 hours a week	Individual learning gaps identified by classteacher and then re-taught/embedded with mentor, enabling the child to move on with the class	PP children across school on track or gaps being targeted. <b>Rationale: EEF research indicates that 1:1 feedback has clear impact on progress.</b>	Regular reviews of progress with the mentor.	Laura Walmsley	Half-termly
TA support to deliver support and intervention	To provide support/boost to disadvantaged children to help them move on in or to reduce gaps in their learning. This support may be 1:1, in small groups or supporting whole class work.	PP children on track, supported where gaps were evident. Children and families have commented on strong support. <b>Rationale: EEF research indicates that feedback impacts on progress.</b>	Staffing structure and funding used to enable TA support. Effective timetabling. CPD for TAs and half-termly meetings with head.	All teachers and supporting TAs	Daily/weekly with teacher
Y6 Writing intervention group	To target children to reach GD in writing and reduce the class size for teacher to target rest of Y6.	PP children with GD Writing potential achieve GD. Other PP children achieve secure EXS. <b>Rationale: ensure best progress for PP children so that high school expectations will be high for them.</b>	HG to teach 5/6C so that CC can teach some intervention sessions in summer term 2019 to further develop writing skills and gather evidence for assessment.	Helen Gregson, Catherine Chambers, Sarah Singleton.	Classteachers to assess with HG after each session.

Early Years language intervention using WellComm toolkit	EY PP children are not disadvantaged by language barriers.	<b>Rationale: evidence in Bold Beginnings indicates that children who are behind in language skills can be disadvantaged throughout their lives.</b>	Observation of teaching/intervention input. Discussion with EY staff about impact and progress of children. Assessment using Development Matters and comparison to non-PP children.	Rebecca Hamilton, Emma Arundale	Weekly during EY planning meetings, monthly with HG.
<b>Total budgeted cost</b>					£12,089
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Counselling	To provide support for PP children with personal and social problems	Families have commented on positive impact on their child. Staff have noticed impact on child in class. <b>Rationale: children cannot focus on learning if personal and social matters are unsettling them.</b>	By talking to children and families. Feedback from the counsellor.	HG Joanne Bimpson	Each week
Support with resources and payments	Uniform, clubs, ed visits, class novels, breakfast club etc	Families very appreciative of support. Children don't 'miss out'. <b>Rationale: self-esteem of PP children raised and all opportunities accessible. Reading resources are a focus for essential language development.</b>	Bespoke and flexible funding to respond to families' needs, as recommended by EEF Toolkit.	HG	Family feedback. Continuous
<b>Total budgeted cost</b>					<b>£8,152</b>



## 7. Additional detail

### **PP+ children**

At the end of 2018/9, 3/6 (50%) children were on track.

Of the 6 children, one was at the higher level in Reading.

### **CLA**

Targeted for GD/HS through school. End of Summer 2019: Teacher Assessment HS in Reading and Maths but EXS in Writing. SATs results: EXS in RWM.

