

-Pupil premium strategy statement: Balby Central Primary School

All members of staff and governors accept responsibility for 'socially disadvantaged' children and are committed to meeting their pastoral, social and academic needs within the school environment. At Balby Central Primary Academy, we are committed to 'diminishing the difference' between the vulnerable children and the pupil premium forms a vital part of that process.

The governors reserve the right to allocate the pupil premium funding to support any children or groups of children the school has legitimately identified as being disadvantaged. We recognise that disadvantaged pupils are not a homogenous group and employ targeted approaches for groups or individuals facing particular barriers to ensure the best possible learning outcomes for all. Whilst the pupil premium has focused many schools' attention on raising the attainment of low performing pupils, high attaining disadvantaged pupils are at risk of underachievement too.

It is the responsibility of the governors to explain pupil premium expenditure to parents in the form of an annual strategy statement. There is no format for the report of pupil premium. Balby Central Primary will publish details of a report online annually. This report aims to detail information on how pupil premium has been used within school. This report will detail the attainment and progress of children who are covered by the premium and the intervention that has been supported by the additional funding. Reports will also detail the progress made towards narrowing the gap and this will supported by reported data and academic progress. Regular updates will be presented to the Governing Body of our school.

At Balby Central Primary Academy we wholeheartedly believe that ultimately the impact of pupil premium should lead to improved attainment for all disadvantaged pupils. However, important outcomes, which will lead to this might include - increased rates of progress, improved attendance, improving family engagement, developing skills and personal qualities whilst extending opportunities.

Planned Expenditure for 2018/19 - £173,580

17/18 £204,000

16/17 £207,240

15/16 £227,040

14/15 £228,000 - introduction of Universal Free School Meals

13/14 £167,728

12/13 £101,549

The government awards the funding to help raise attainment for these pupils. National data shows that as a group, pupils who have been eligible for FSM at any point in time have consistently lower educational attainment than those who have never been eligible for FSM.

1. Summary information					
Academic Year	2018/19	Total PP budget	£173,000	Date of most recent PP Review	July 2016
Total number of pupils	410	Number of pupils eligible for PP	132	Date for next internal review of this strategy	Feb 2019

1. Barriers to future attainment (for pupils eligible for PP, including high attaining)	
<i>In-school barriers (issues to be addressed in school)</i>	
A.	Oral language skills on entry to school are low. This potentially hinders reading, writing and phonics across school.
B.	Social and mental health which impacts on self-esteem, self-regulation and aspirations
C.	Growing attainment and progress gap, over time, for disadvantaged pupils in KS2.
External Barriers	
D.	Parental engagement in home activities including reading routines is sporadic for some disadvantaged children.
E.	Attendance of disadvantaged children is lower than that of non-disadvantaged children. Low attendance would impact on academic achievement,
F.	Disadvantaged children's opportunities to engage with enrichment opportunities is limited.
2. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	Children to be able to speak clearly and constructed sentences without hesitation that impact on reading and writing.
	Improved reading and writing outcomes across school due to children being able to clearly articulate their ideas.

B.	Children with social and emotional barriers to learning are identified and provided with targeted support to increase their capacity to engage with learning, leading to increased progress at KS2. Raise levels of children's self-confidence, develop a growth mind set and ensure provision of children's mental health is in place and effective.	✓ Attainment and progress of children in combined subjects will improve through SEMH provision and intervention. ✓ Children will understand their own thoughts, knowing their own triggers and how to resolve them as well as having the confidence to tackle situations. Thrive assessments impact on pupil outcomes.
C.	Teaching is high quality across school resulting in improved outcomes for all disadvantaged pupils. Access to high quality teaching is maximised.	✓ Attainment and progress gap will diminish leading to improve outcomes at the end of KS2.
D.	Improve parental enjoyment in pupils learning.	✓ Increased engagement of parents supports effective home learning and impacts positively on pupil achievement.
E.	Improved attendance rates and fewer persistent absentees in disadvantaged pupil group.	✓ The disadvantaged group's attendance will improve, including children being more punctual to school and improved outcomes in RWM.
F.	Children to be involved with and engage in arts-based enrichment activities.	✓ Pupils will attend school trips, residential and after school clubs resulting in real life experiences to enrich and broaden and enhance their curriculum experiences.

Planned expenditure						
Academic year	2018/19					
The 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?	

<p>Teaching is high quality across school resulting in improved outcomes for all disadvantaged pupils. Access to high quality teaching is maximised.</p>	<ul style="list-style-type: none"> - English and Maths lead to provide planning support, training and sharing of resources. 1x per week covered by HLTA - Coaching and mentoring by T&L lead for staff - Mastery maths approach in all year groups - High quality CPD session - PDM focus on T&L approaches. - Clear expectations/roles and responsibilities shared with all. - Policy for feedback and marking implemented. - Immersive classroom environments - Collaborative learning approaches. - Use of Kagan and cooperative learning approaches. 	<ul style="list-style-type: none"> - Widening attainment and progress gap over time in KS2. - Combined outcomes for KS2 is significantly below national for all pupils and disadvantaged. - Mastery learning has moderate impact for very low cost with + 5 month gains (EEF) - "Keep up, not catch up" - underpinning the mastery approach to learning- high aspirations for all. - Feedback having a positive impact of +8 months (EEF) - Collaborative learning approaches having an impact by +5 months (EEF) - Maths attainment and progress for disadvantaged pupils is below and with a significant negative progress score. - Peer tutoring having an impact of + 5 months (EEF) 	<ul style="list-style-type: none"> - Regular book scrutiny, observations and drops in to support judgements. - Planning scrutiny and feedback - Learning walks - Aspirational targets set using FFT. - Pupils can judge accurately how effectively they are learning - Classrooms and corridors showcase and celebrate the achievements of all pupils. - Scrutiny of data with teachers to develop data literacy. 	<p>KA (T&L) LT (T&L) AM (Maths) GL (SEND)</p>	<ul style="list-style-type: none"> - Termly PP meetings., monitoring cycle, formal and informal observations. 	
<p>Tailored and effective same day interventions</p>	<ul style="list-style-type: none"> - Individual cohort action plans generated that are bespoke to each class. To identify gaps in learning. - Post and pre - teaching opportunities in all subjects - HLTA cover to release teachers for targeted support. 	<ul style="list-style-type: none"> -widening attainment and progress gap throughout KS2. - small group interventions developing relationships between pupils and adults - dialogic learning approaches. - EEF Toolkit- Effective feedback having an impact of +8 months - Small group tuition having an impact of +4 months (EEF) 	<ul style="list-style-type: none"> - GL to provide half termly summary to KA/LT on interventions that have an impact. - Intervention planning document to be completed to ensure interventions are effective. - CAPs to be reviewed by KA/LT to ensure in line with data outcomes. 	<p>GL LT KA</p>	<p>Pupil progress meetings to monitor alignment with CAP, data outcomes</p> <p>Summer 2019 final review</p>	

	<ul style="list-style-type: none"> - Precision teaching opportunities to address specific areas/gaps in understanding. 	<ul style="list-style-type: none"> - QLA documents showing gaps in understanding. - EEF Making Best Use of Teaching Assistants toolkit Hattie - impact on education 	<ul style="list-style-type: none"> - Aspirational targets for all Pupils set and monitored throughout the year- pupil progress meetings. - Gaps in learning are addressed leading to improve outcomes in RWM. 			
Early identification of children with significant needs.	<ul style="list-style-type: none"> - Inclusion Manager release x1 afternoon per week. Completing follow up observations, following up on causes for concerns regarding PP children. - Providing staff with ideas and resources to support with children's learning. - Outside agency involvement with appropriate referrals made. 	<ul style="list-style-type: none"> - An Updated Guide to Pupil Premium - Marc Rowland. -high numbers of disadvantaged children on SEN register. - speech and language concerns on entry having an impact on the RWM attainment of pupils in KS1/KS2. 	<ul style="list-style-type: none"> - GL to share any observations notes, follow up actions and referrals with KA. - Pupil Progress meetings with evidence impact of Inclusion Manager involvement - Class teachers equipped with toolkits to support and children with specific learning needs. 	GL	<ul style="list-style-type: none"> - Pupil Progress meetings, CAPs, triangulation of outcomes in book evidence. In line with assessment cycle. - Summer 2019 data outcomes. 	
<p>Improve the accuracy and rates of reading for PP in KS2.</p> <p>Develop the Tier 2 vocabulary of PP children</p>	<ul style="list-style-type: none"> - Accelerated reader used in KS2. - Pre-teach sessions lead weekly - Y3 to Y6, focussed intervention each week. Half an hour. - Timetable review to embed pre-teach sessions during assemblies - Teachers to lead. - Immersive environments linked to book study approach. - Reading sessions developing Tier 2 vocabulary daily. 	<ul style="list-style-type: none"> - Progress and attainment of disadvantaged pupils in reading is below national with a negative progress score which in turn impacting on outcomes in writing. - Reading comprehension strategies have an impact of +6 months (EEF) - Research from the Communication Trust and Literacy Trust to support language development. 	<ul style="list-style-type: none"> - PP task and finish groups - reviewing the impact of spending. - Tracking documents produced will show an increase in comprehension and vocabulary skills. - Learning walks, learning environment reviews. Are the standard high enough to challenge learners? - Planning and outcomes in books show an emphasis on language and understanding in reading. 	<p>KA</p> <p>LT</p> <p>GL</p>	<ul style="list-style-type: none"> - Termly meetings with PP voice chd. - Pupil Progress meetings, CAPs, triangulation of outcomes in book evidence. In line with assessment cycle. - Summer 2019 outcomes 	

	<ul style="list-style-type: none"> - Teacher modelling of language and oracy. 	<ul style="list-style-type: none"> - Vocabulary gap evidence (EEF) - Bringing Words to Life by Beck etc. 	<ul style="list-style-type: none"> - Book study approaches embedded int the whole curriculum. - Pupils use higher tier vocabulary when talking - Pupils have a wealth of language which they use to construct meaningful conversations using appropriate vocabulary - 			
Children to be able to speak clearly and constructed sentences without hesitation that impact on reading and writing.	<ul style="list-style-type: none"> - To buy in a speech and language therapist to work with identified PP chd. - Opportunities for use 'talk' in the context of their learning imbedded into classroom practice. - Development of 'Dialogic' approaches across school. - Staff modelling talk and talking out loud in all areas of the curriculum. 	<ul style="list-style-type: none"> - Vocabulary gap evidence (EEF) - Oral language interventions having an impact of +5 months (EEF) - MLD needs in school having a negative impact on RWM in all key stages. - Low level of Speech and Language having a detrimental effect on outcomes at KS1. 	<ul style="list-style-type: none"> - Feedback and assessments form Sp and L provided. Summative and formative assessment reviews. - Pupils speaking in full sentences with Standard English for all aspects of learning (where appropriate) - Pupils speaking in full sentences with Standard English for all aspects of learning (where appropriate) - Oracy facilitates development in writing and in organising their thoughts into sentences 	GL LT KA	April 2019	Regular reports produced form external agency to show impact and outcomes.

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?	
<p>Children with social and emotional barriers to learning are identified and provided with targeted support.</p> <p>Raise levels of children's self-confidence, develop a growth mind set and ensure provision of children's mental health is in place and effective.</p>	<ul style="list-style-type: none"> - To continue implementing and developing the Thrive provision in school to ensure class, group and 1:1 provision is ongoing/effective - Therapeutic interventions for children with SEMH needs. - Class Thrive in place, assessment completed and focus groups- links to Jigsaw and PSHE provisions. - Lunch times Thrive worker on playground modelling play etc. - Afternoon break Thrive worker targeting PP on Thrive. - To achieve the mental health award (Leeds Beckett University) at a minimum of Bronze Status. - Key Adults and those that work with the most vulnerable pupils are supported in being effective within their role - Increased pupil voice 	<ul style="list-style-type: none"> - Thrive approach - It is widely known that good mental health and resilience is fundamental to physical health, relationships, education and achieving potential - Outside of the home, school provides the most consistent influence on pupils' development - 10% of all children and young people aged 5 to 16 have a clinically diagnosable mental health problem - EEF toolkit states social and emotional strategies has a +4 month impact on disadvantaged pupils - Pupil voice key headlines shows children's aspirations and resilience levels are low. - Thrive baselines show a high proportion of children with gaps in development. 	<ul style="list-style-type: none"> - GL to provide half termly updates on who has been assessed and the progress they have made in relation to Thrive - report to also identify next steps and provision provided. - Increased capacity to engage with learning, leading to increased progress at KS2. - Class profiles completed by class teachers. - Reduction in the number of fixed term exclusions - More pupils are able to recognise and manage their emotional state when they become dysregulated - Fewer pupils exhibit extreme discharge behaviours - Behaviour support plans are more effective in enabling both pupils and adults to manage extremes of behaviour 	<p>GL /LT</p> <p>NB KL ES</p>	<p>Half termly Thrive review</p> <p>Pupil voice outcomes</p> <p>Summer 2019 RWM outcomes for key groups</p>	

	<ul style="list-style-type: none"> - Establishment of a Junior Leadership Team - Ensure staff explicitly demonstrate 'thinking aloud' modelling cognitive and metacognitive strategies and verbalise metacognitive thinking - Pivotal approaches for behaviour (Ready, Respectful and Safe) - Understanding of good mental health developed through the PSHE 					
School counsellor in school who can support PP children with any issues.	<ul style="list-style-type: none"> - School counsellor/play worker in place to work with targeted PP children. - Specialist support for children who have suffered trauma and who are demonstrating SEMH concerns. 	<ul style="list-style-type: none"> - Schools Education Weekly - -Mental Health in Primary Schools. - % of children in school with SEMH needs - Place 2Be Research- impact of a school based mental health worker. 	Termly reports on % of PP seen, and amount of time required. More information will be limited due to confidentiality	LT /GL KL NB	Termly updates to PP lead and SENCO.	
Attendance officer in place to tackle PP children's attendance, PAs and late arrivals.	<ul style="list-style-type: none"> - Attendance officer will have a specific focus on PP each day. - Attendance incentives high profile across school. - Celebration assemblies - Trackers for attendance in each classroom. 	<ul style="list-style-type: none"> - % of persistent absentees is above national average for LA 	<ul style="list-style-type: none"> - Weekly reports demonstrating the attendance of PP children in school as well as issues linked to PP children. Follow ups will be included. - Improvement in the % of key children within the 	GL	Half termly (+weekly attendance updates)	

			disadvantaged group in evident in the data.			
All PP children accessing full curriculum	<ul style="list-style-type: none"> - Education Learning and Welfare mentor in place. Working in class to support potentially vulnerable PP children. - Attending TACs, CAFs etc. 	<ul style="list-style-type: none"> - Schools Education Weekly - -Mental Health in Primary Schools. - % of children in school with SEMH needs - Place 2Be Research- impact of a school based mental health worker. 	<ul style="list-style-type: none"> - Review of Learning Mentor's timetables. - Children questionnaires - reviewing impact of wellbeing. Pupil Voice 	GL LT ES	Half termly meetings to discuss impact and next steps	

iii. Targeted Support - minimise barriers to learning and achievement

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?	
Trips and visits	<ul style="list-style-type: none"> - All trips and visits to be subsidised for PP to ensure expose to other lifestyles. 	<ul style="list-style-type: none"> - Providing life opportunities for whole child - Marc Rowland Experiences have a positive impact on the outcomes of pupils - see it, experience it, talk about it, write about it. 	<ul style="list-style-type: none"> - Children engaged in all areas of the curriculum. - Trips and visits used to enhance the whole curriculum. 	All	After trips Increased engagement in school life- outcomes in RWM.	
Parental engagement in the educational outcomes of pupils.	<ul style="list-style-type: none"> - Working with families to increase PP numbers and focus expenditure. Support with managing personal finances. - Structured conversations 	<ul style="list-style-type: none"> - Maze Education - Educational Training and Deprivation Report - Marc Rowland training- holding all parents in high regard, forming relationships. 	<ul style="list-style-type: none"> - Half termly reviews between DHT and FM. - Attendance at curriculum events and extra curricular events 	LT LS KA EC All staff	Half termly	

	<ul style="list-style-type: none"> - Engagement in curriculum landing points and events throughout the year. 	<ul style="list-style-type: none"> - Research from the EEF states that parental engagement has a +3 month impact on disadvantaged pupil - The Impact of Parental Involvement on Children's Education DFE - Brain Lamb- Parental engagement 	<ul style="list-style-type: none"> - Increased engagement of parents supports effective home learning - Parents and carers feel confident in supporting pupils' progress at home - Pupils engage with home learning, alongside their parents and carers that contributes to progress - Structured conversation training within MAT disadvantaged group 			
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