



Burnside Primary School

Pupil Premium Information

The Pupil Premium is an allocation is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. According to the Department for Education (DfE), this includes pupils who are entitled to Free School Meals, those looked after by the local authority and children of armed service personnel.

All schools are required to report on the amount of funding received and how this is being used. Once information is available, the impact of the funding should also be reported.

Details of Funding 2018/2019

Overview	
Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	195
Total number of pupils eligible for PPG	88
Total amount of PPG received	£165, 980

Impact of PPG 2018/2019

Support	Cost	Focus	Impact
<p>0.7 Booster Teacher for Year 6</p>	<p>£33,000</p>	<p>Individual and small group support for underachieving pupils - English and Maths</p> <p>Smaller numbers in Y6 class so that the teacher can focus on higher achieving pupils</p>	<p>18 children (67%) were disadvantaged.</p> <p>75% reached expected standard in Reading, Writing and Maths combined compared to 51% of FSM Ever 6 children nationally. 44% of the children who were not Ever 6 reached expected standard for RWM, therefore in our school, disadvantaged children achieved better than non-disadvantaged children. The disadvantaged children achieving RWI in our school was also 4% higher than the non-disadvantaged group nationally.</p> <p>In reading, 67% of disadvantaged children reached expected standard, which was 5% higher than the national figure. In writing, 83% achieved the expected standard compared to 68% of children nationally. In maths, 78% of disadvantaged children reached expected standard which was 10% higher than the national figure. When compared to the non-disadvantaged group nationally, there was an 11% gap.</p> <p>In writing, 83% of disadvantaged children reached expected standard, compared to 56% of non-disadvantaged children. This figure was higher than national data (68%) and was equal to the figure for non-disadvantaged children nationally.</p> <p>In maths, 78% of the children reached expected standard which was equal to the data for non-disadvantaged children. It was higher than the data for national average of disadvantaged children and the gap was 5% compared to non-disadvantaged children nationally.</p> <p>In GPS, 83% of disadvantaged children reached the expected standard compared to 89% for non-disadvantaged children. The percentage was higher than disadvantaged children nationally 68% and in line with non-disadvantaged children nationally.</p> <p>TARGET PARTIALLY MET</p>
<p>Additional T/TA time for interventions in Years 4,5,6</p>	<p>£35,000</p>	<p>Individual/small group support for underachieving</p>	<p>Y4</p> <p>In reading, the percentage of disadvantaged pupils at ARE is 77% compared with 78% of non-disadvantaged pupils. In writing, 57% of disadvantaged pupils are at ARE compared to 63% of non-disadvantaged children. In maths, the gap between</p>

		<p>pupils in Maths/English. This will increase the number of children achieving ARE and greater depth at the end of the year and narrow the gaps between dis and non dis pupils in year groups</p>	<p>disadvantaged children and non-disadvantaged children is far wider. 61% of disadvantaged children are at ARE compared to 83% of non-disadvantaged children</p> <p>Y5 In reading, 68% of disadvantaged children achieved expected standard at the end of the year compared to 86% of non-disadvantaged children. In writing, 64% of disadvantaged children were at expected standard compared to 86% of children who were not disadvantaged, In maths, 64% of disadvantaged children were at expected standard compared to 100% of children who were in the non-disadvantaged group.</p> <p>Y6 In reading, 67% of disadvantaged children reached expected standard, which was 5% higher than the national figure. In writing, 83% achieved the expected standard compared to 68% of children nationally. In maths, 78% of disadvantaged children reached expected standard which was 10% higher than the national figure. When compared to the non-disadvantaged group nationally, there was an 11% gap. In writing, 83% of disadvantaged children reached expected standard, compared to 56% of non-disadvantaged children. This figure was higher than national data (68%) and was equal to the figure for non-disadvantaged children nationally. In maths, 78% of the children reached expected standard which was equal to the data for non-disadvantaged children. It was higher than the data for national average of disadvantaged children and the gap was 5% compared to non-disadvantaged children nationally.</p> <p>See progress grids for evidence TARGET PARTIALLY MET - Some of the gaps between disadvantaged and non-disadvantaged remain wide. For example, reading, writing and maths in the Year 5 cohort and maths in the year 4 cohort.</p>
<p>0.6 intervention teacher for Year 2 in the mornings and Y2, 3 and 4 in the afternoons</p>	<p>£27,000</p>	<p>Individual and small group support for underachieving pupils in reading, writing and maths</p>	<p>At the end of KS1, 64% of the disadvantaged children reached the expected standard in reading compared to 81% of the non-disadvantaged children. This compared nationally to 62% achieving expected standard compared to 78% of non-disadvantaged children. This shows a wide gap compared to non-disadvantaged children in our school and nationally. In writing, 64% of the disadvantaged children reached the expected standard in reading compared to 69% of non-disadvantaged children. This compared nationally to 55% achieving expected standard compared to 73% of non-disadvantaged</p>

			<p>children. In maths, 71% of the disadvantaged children reached the expected standard in reading compared to 75% of non-disadvantaged children. This compared nationally to 63% achieving expected standard compared to 79% of non-disadvantaged children showing a small gap between non-disadvantaged children in our school and nationally.</p> <p>See progress grids and published data for evidence, TARGET PARTIALLY MET - the gap between non-disadvantaged and disadvantaged children for reading in our school is wide.</p>
Teaching assistant to support speech and language throughout our school and to support additional interventions in EYFS	£18,000	<p>Individual and group support for pupils with speech and language difficulties</p> <p>To run intervention programmes in FSU and narrow gaps for disadvantaged and non-disadvantaged children</p>	<p>For the 'speaking' ELG, 77% of disadvantaged children achieved at least expected standard compared to 100% of non-disadvantaged children. Nationally, the figure for non-disadvantaged children achieving this was 87%. For the 'understanding' ELG, the figures were the same: 77% of disadvantaged children achieved at least expected standard compared to 100% of non-disadvantaged children. Nationally, the figure for non-disadvantaged children achieving this was 87%. This shows a wide gap between children who are disadvantaged and those who are in the non-disadvantaged group for speech and language.</p> <p>93% of children who participated in speech and language intervention last academic year increased their standard score.</p> <p>TARGET PARTIALLY MET</p>
Teaching Teacher/Assistant time for interventions in Y1.	£27,000	Individual and group support for pupils in Y1	<p>64% of children who were from the disadvantaged group met the expected standard for phonics compared to 100% in the non-disadvantaged group.</p> <p>In reading, 46% of pupils who were disadvantaged reached the expected standard compared to 86% of pupils in the non-disadvantaged group. This shows a wide gap between the two pupil groups. In writing, 38% of children in the disadvantaged group reached the expected standard compared to 72% in the non-disadvantaged group. The gap for the pupil groups in writing was 46% at the end of the Autumn term compared to a gap of 24% in the summer term, showing that the gap is narrowing. In maths, 42% of pupils who were disadvantaged reached the expected standard compared to 67% of children in the non-disadvantaged group.</p>

			TARGET PARTIALLY MET - Gap in reading is wide and does not appear to be narrowing
Accelerated Reading	£6,000	Reading intervention	<p>% of children making 9 months or more progress in Accelerated Reader</p> <p>Y2-67%</p> <p>Y3 - 75%</p> <p>Y4- 50%</p> <p>Y5-52%</p> <p>Y6 - 72%</p> <p>The low Year 5 impact can be explained because after Easter, Year 5 became the pilot class for Reading Plus and did not access Accelerated Reader. Only half of Year 4 made nine months progress suggesting that this programme was not suitable for the cohort or that usage was not high enough.</p> <p>TARGET PARTIALLY MET</p>
Attendance Officer	£2750	To improve attendance of PP children and persistent absentees	<p>Total attendance has dipped slightly from previous academic year. Persistent absentee percentage dropped from 12.23% to 11.24%</p> <p>TARGET PARTIALLY MET</p>
Provide Pathways Counselling service for vulnerable pupils	£5,500	PPG children will access counsellor	<p>Pathways Counselling has been provided for X pupils last academic year.</p> <p>TARGET MET</p>
Assistance for school trips, residential visits and enrichment theme visitors (including residential Y5/Y6)	£7,000	Children who receive PPG to be subsidised or paid for to attend residential	<p>Growing number of PP children attending residential. PPG paid for PP children to attend residential visit to Broomley Grange in Summer 2019.</p> <p>TARGET MET</p>
Free after school clubs	£1500	Free after school clubs to be offered to KS1 and KS2 children	<p>A range of After School Clubs are available free of charge. Next academic year we will increase the number of these clubs in order to offer an activity in order to enhance the curriculum each evening.</p> <p>TARGET MET</p>

Total expenditure	£168, 750	Additional funding provided form school's unallocated budget
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