



Pupil Premium Strategy 2019

Our vision statement	Our Values	Our Rules
At Burdett-Coutts, we encourage our learners to be ambitious for themselves and for others. We challenge and support them in questioning the world and in finding solutions.	Friendship	Ready
Our Christian values of friendship, compassion and service underpin our ethos - <i>"I can do all things through Him who gives me strength"</i> .	Compassion	Respectful
We want our learners to be ready to learn, to be respectful of each other and to feel safe.	Service	Safe

Our Christian vision is deeply rooted in our theological understanding of St Paul's letter to the Philippians: ***'I can do all this through Him who gives me strength.'*** We therefore encourage our learners to be ambitious for themselves, and for others. We challenge and support them in questioning the world and in finding solutions.

Our vision is lived out through our exploration and teaching of the Christian values of **friendship, compassion and service**. We want our learners to be **ready** to learn, **respectful** of each and to feel **safe** so that they can flourish in today's world, knowing that they are loved and cherished by God. For it is through Him, that they are given the strength to encounter each day and live life in all its fullness.



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Pupil Premium Summary Information

School	Burdett-Coutts & Townshend Foundation VA CE		
Academic year	2019-2020		
Number of pupils on roll	161		
Number of Service Pupils	5	Income per pupil	£300
Number of pupils eligible for Pupil Premium (= Free School Meals Pupils & Ever6)	77	Income per pupil	£1,320
Number of Disadvantaged Pupils (= Pupil Premium – Service children)	72	N/A	N/A
Total premium income (budget)	£1,500 (5 Service pupils) + £101,640 (77 PP pupils)	= £103,140 (based on 82 eligible pupils)	



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Current Attainment (%)

	KS1 Pupil Premium Pupils (FSM & Service) School 2019		KS1 All Pupils (including PP pupils) National 2019		KS2 Pupil Premium Pupils (FSM & Service) School 2019		KS2 All Pupils (including PP pupils) National 2019	
	At Standard EXS	In depth GDS	At Standard EXS	In depth GDS	At Standard EXS	In depth GDS	At Standard EXS	In depth GDS
Achieving in Reading	67	22	75	25	76	28	73	27
Achieving in Writing	56	0	69	15	60	12	79	21
Achieving in Mathematics	67	22	76	22	52	12	79	27
Achieving in Reading, Writing & Mathematics	56	0	65	11	40	0	65	11
Progress in Reading					0.3		0	
Progress in Writing					-2.7		0	
Progress in Mathematics					-3.1		0	



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Internal Barriers

In School Barriers	Desired outcomes	Success Criteria
<p>Barrier 1 In Summer 2019 Year 6 disadvantaged pupils performed less well in Writing (EXS and GDS) – attainment and progress – than all pupils nationally.</p>	<p>Progress is accelerated so that the difference between Disadvantaged Pupils and National is diminished in Writing at Expected and Greater Depth for Year 6 in 2020.</p>	<ul style="list-style-type: none"> • Intervention groups show that target children are receiving appropriate support. • Progress data shows that target children have made accelerated progress. • In Year data shows the difference diminishing and this is monitored through pupil progress meetings. • End of year data shows that the data has been diminished between the target pupils and National data.
<p>Barrier 2 In Summer 2019 Year 6 disadvantaged pupils performed less well in Maths (EXS and GDS) – attainment and progress – than all pupils nationally.</p>	<p>Progress is accelerated so that the difference between Disadvantaged Pupils and National is diminished in Maths at Expected and Greater Depth for Year 6 in 2020.</p>	<ul style="list-style-type: none"> • Intervention groups show that target children are receiving appropriate support. • Progress data shows that target children have made accelerated progress. • In Year data shows the difference diminishing and this is monitored through pupil progress meetings • End of year data shows that the data has been diminished between the target pupils and National data.



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<p>Barrier 3 In Summer 2019 Year 6 disadvantaged pupils performed less well in Reading, Writing and Maths combined than all pupils nationally.</p>	<p>Progress is accelerated so that the difference between Disadvantaged Pupils and National is diminished in Reading, Writing and Maths at the Expected Standard for Year 6 in 2020.</p>	<ul style="list-style-type: none"> • During pupil progress meetings discussions will focus on the venn diagrams which highlight which subject pupils need to focus on in order to achieve RWM combined. • Progress data shows that target children have made accelerated progress. • End of year data shows that the data has been diminished between the target pupils and national data.
<p>Barrier 4 In Summer 2019 there were no Year 2 pupils who achieved GDS in Writing, which also impacted on the result for RWM combined.</p>	<p>The percentage of disadvantaged children achieving GDS in Writing will not be 0 in 2020.</p>	<ul style="list-style-type: none"> • Intervention groups show that target children are receiving appropriate support. • Progress data shows that target children have made accelerated progress. • In Year data shows the difference diminishing and this is monitored through pupil progress meetings.
<p>Barrier 5 From Autumn 2019 data, Year 1 disadvantaged pupils performed less well in Reading – attainment (when compared to all and other groups).</p>	<p>In year progress is accelerated in Year 1 for those pupils not working within the Expected Standard in Reading so that achievement is in line with other children by the end of year assessments.</p>	<ul style="list-style-type: none"> • At Pupil Progress meetings there is discussion about targeted children and support that is in place for them. • Progress data shows that target children have made accelerated progress. • In Year data shows the difference diminishing and this is monitored through pupil progress meetings. • End of year data shows that the data has been diminished between the target pupils and National data.



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<p>Barrier 6 From Autumn 2019 data, Year 2 disadvantaged pupils performed less well in Writing – attainment (when compared to all and other groups).</p>	<p>In year progress is accelerated in Year 2 for those pupils not working within the Expected Standard in Writing so that achievement is in line with other children by the end of year assessments.</p>	<ul style="list-style-type: none"> • At Pupil Progress meetings there is discussion about targeted children and support that is in place for them. • Progress data shows that target children have made accelerated progress. • In Year data shows the difference diminishing and this is monitored through pupil progress meetings. • End of year data shows that the data has been diminished between the target pupils and National data.
<p>Barrier 7 From Autumn 2019 data, Year 2 and 3 disadvantaged pupils performed less well in Maths – attainment (when compared to all and other groups).</p>	<p>In year progress in Year 2 and 3 is accelerated for those pupils not working within the Expected Standard in Maths so that achievement is in line with other children by the end of year assessments.</p>	<ul style="list-style-type: none"> • Intervention groups show that target children are receiving appropriate support. • Progress data shows that target children have made accelerated progress. • In Year data shows the difference is diminishing and this is monitored through pupil progress meetings. • End of year data shows that the data has been diminished between the target pupils and national data.



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External Barriers		
External Barriers	Desired outcomes	Success Criteria
<p>Barrier 1 Attendance – statistically, Disadvantaged Pupils are late and absent more often than non-Disadvantaged Pupils. Currently the figures are in line with each other at 96.13% attendance (PP pupils) and 96.74% (non-PP pupils), but we continue to monitor this and put actions into place when necessary.</p>	<p>Disadvantaged children are in school for the full day and attend every day.</p>	<ul style="list-style-type: none"> • Attendance rates for Disadvantaged Pupils increase to be in line with other pupils. • Disadvantaged children arrive to school on time and have no late marks by the end of the year.
<p>Barrier 2 Speech, language and communication needs create a “Word Gap” whereby Disadvantaged Pupils have a higher incidence of communication difficulties and begin school with a poorer vocabulary than their peers</p>	<p>To develop confidence, vocabulary and understanding in children’s speaking and listening skills.</p>	<ul style="list-style-type: none"> • Talk Boost intervention group for targeted children in EYFS. • Early intervention from the speech and language therapist which would support pupils with their language development. • Reduction in referrals to the speech and language therapist in Key Stage One and Two.



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<p>Barrier 3 Behavioural difficulties and negative learning behaviours are more likely amongst children from deprived backgrounds</p>	<p>Disadvantaged children develop positive learning behaviours which enables them to be successful in their learning</p>	<ul style="list-style-type: none"> • During lesson observations disadvantaged children display positive learning behaviours.
<p>Barrier 4 Parental engagement and support, for example not supporting children with their homework</p>	<p>Positive parental engagement and support of their children's learning.</p>	<ul style="list-style-type: none"> • All parents of disadvantaged children attending parents' evening. • An increase in parents of disadvantaged children attending parents' workshops and coffee mornings e.g. Parent Gym, Speech and Language Therapist or Educational Psychologist workshops.
<p>Barrier 5 Disadvantaged Pupils often perform less well on entry than other pupils for a range of academic and social reasons</p>	<p>To develop confidence and broaden the experiences of disadvantaged children – building cultural capital</p>	<ul style="list-style-type: none"> • Disadvantaged children are able to take part in a range of extra-curricular activities. • Disadvantaged Pupils have access to an enriched curriculum both in and out of school through educational visits and residential visits.



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Planned Expenditure 2019-20

Desired Outcome	Chosen Action/Approach	Rationale (Evidence to support)	Intended Impact	Cost
Progress is accelerated so that the difference between Disadvantaged Pupils and National is diminished in Writing at Expected and Greater Depth for Year 6 in 2020.	<ul style="list-style-type: none"> Experienced Year 6 teacher and HLTA team 	Quality daily teaching and sharing expertise: <ul style="list-style-type: none"> Setting high expectations Developing teachers' practice Ensuring consistent implementation of school initiatives Facilitating the sharing of good practice Improving the quality of assessment Planning for and delivering interventions Covering absence Quality assurance Data Analysis Monitoring and evaluation 	<ul style="list-style-type: none"> Improved quality first teaching Consistent implementation of practice and expectations across school (Lesson observations/ Monitoring file) Increased % of children working at or above, age-related expectations (Assessment Data) 	£30,000
Progress is accelerated so that the difference between Disadvantaged Pupils and National is diminished in	<ul style="list-style-type: none"> Third Space Learning Targeted Boosters 	Enabling Year 6 pupils to access the Maths Mastery curriculum.	Third Space: 1:1 Maths tutoring for Year 6 pupils.	Third Space: £900



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<p>Maths at Expected and Greater Depth for Year 6 in 2020.</p>			<p>Boosters: Increased attainment in KS2 English and Maths (Assessment Data)</p> <p>Mathletics: Increased attainment in KS2 Maths (Assessment Data)</p>	<p>Boosters: £3,100</p> <p>Mathletics: £1000</p>
<p>Progress is accelerated so that the difference between disadvantaged pupils and national is diminished in Reading, Writing and Maths combined at the expected standard for Year 6 in 2020.</p> <p>In year progress is accelerated in Year 1 for those pupils not working within the expected standard in Reading so that achievement is in line with other children by the end of year assessments.</p> <p>In year progress is accelerated in Year 2 for</p>	<p>HLTAs leading targeted intervention groups.</p> <p>Regular meetings with LDBS and LA advisers to monitor progress, attainment and interventions across all pupils and pupil groups in Year 6. Meetings include planning ahead for Year 5 pupils.</p> <p>Termly pupil progress meetings between all class teachers and SLT.</p> <p>Support staff receive targeted training by</p>	<p>Support groups for LA children leads to reduction in class size and teacher focus on Greater Depth pupils.</p> <p>HLTAs have excellent subject knowledge of the curriculum and their areas of intervention. All pupils taught by them will have access to high quality, targeted support with evidenced prior impact.</p> <p>Upper KS2 HLTA highly experienced in teaching small group and whole class English and Maths up to Year 6.</p>	<p>Individualised support at all levels so that children make rapid progress from a range of starting points.</p>	<p>TA & HLTA additional support £26,000</p>



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<p>those pupils not working within the expected standard in Writing so that achievement is in line with other children by the end of year assessments.</p> <p>In year progress is accelerated in Year 2 for those pupils not working within the expected standard in Writing so that achievement is in line with other children by the end of year assessments.</p>	<p>English and Maths leaders.</p>			
<p>The percentage of disadvantaged children achieving GDS in writing will not be 0 in 2020.</p>	<p>Talk Boost</p>	<p>Individualising support at all levels:</p> <ul style="list-style-type: none"> • Targeted to children with significant SEN who are also PP. • TA trained in Talk Boost and runs 4 sessions a week targeting Disadvantaged Pupils not necessarily on the SEN list but who have some difficulties or delay with language. 	<ul style="list-style-type: none"> • SEN children settle well and make good progress (Discussion, Observations and Assessment Data) • Disadvantaged Pupils make good progress in oracy and social communication from Talk Boost programme. 	<p>£1,023</p>



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<p>Disadvantaged children are in school for the full day and attend every day.</p>	<p>Family Support Worker Targeted extended school places</p>	<p>Family Support Worker: Building belief:</p> <ul style="list-style-type: none"> • Providing additional support for children with a range of needs – emotional, behavioural, social, attendance/ punctuality etc. Targeted family work to support families in overcoming barriers to attendance and barriers to children’s learning. <p>Target extended school places:</p> <ul style="list-style-type: none"> • Overcoming barriers – improving attendance and punctuality: • Places provided in Breakfast Club and in after school provision. 	<p>Barriers to learning are overcome and targeted children to make 6 steps + progress.</p> <p>Children have a good start to the school day with a healthy breakfast (discussion/observations) Children take part in a range of enrichment activities, (Discussion, Observation, Attendance Register)</p>	<p>Family Support Worker: £19,785</p> <p>Extended School Places: £7,300</p>
<p>To develop confidence, vocabulary and understanding in children’s speaking and listening skills.</p>	<p>Speech and Language Therapist</p>	<ul style="list-style-type: none"> • Delivering 1:1 and small group input to help develop pupils’ speaking and listening skills. • Delivering training to teaching and support staff. • Delivering parent workshops on aspects of speaking and listening to support child development from the Early Years. 	<ul style="list-style-type: none"> • Increase in children’s ability to speak in full sentences before writing. • High quality professional training for all staff. • Support for parents. 	<p>£2,500</p>



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Positive parental engagement and support of their children's learning.	Targeted Parents' Meetings	Engaging Parents in Learning: Targeted parents' meetings providing support/guidance with regard to curriculum, children's attainment and next steps	<ul style="list-style-type: none"> Discussions with parents Targeted children to make accelerated progress 	£2,520 (includes supply cover costs)
To develop confidence and broaden the experiences of disadvantaged children	Paying for pupils' educational visits: 3 trips per year per pupil Music tuition	All pupils: Ensuring access across the curriculum for all pupils Music tuition: <ul style="list-style-type: none"> To improve pupil confidence, concentration, self-discipline and teamwork. To develop pupils' musical skills, knowledge and understanding primarily through performing but also in responding to music as composers, improvisers and listeners. 	All Pupils: All pupils will be able to attend all trips, ensuring access to the curriculum for all. Music: Pupils are more confident, have better concentration and better teamwork skills. Children develop a good musical knowledge, a learning skill which they can apply to other areas of the curriculum.	All Pupils: £1,500 Music: £3,500
Disadvantaged children develop positive learning behaviours which enables them to be successful in their learning	Anna Freud Family service Educational Psychology Service	Anna Freud: <ul style="list-style-type: none"> Therapeutic treatment programmes for children and their families. Therapeutic treatment programmes for individual pupils and their families. 	Anna Freud: <ul style="list-style-type: none"> Counselling for individuals and their families, and assessments as appropriate, from AFC therapist. Rapid crisis response Skills and knowledge exchange to 	Anna Freud: £412 Educational Psychology Service: £3,600



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		<ul style="list-style-type: none"> In September 2019 we were offered the opportunity to apply for a grant to cover 90% of the cost of a fortnightly afternoon of support from the Anna Freud Family Centre this academic year; this was successful and began in November 2019. <p>Educational Psychology Service: To pinpoint with greater accuracy underlying difficulties pupils may be facing in school or at home that are impacting on their learning. self-esteem.</p>	<ul style="list-style-type: none"> enhance staff CPD Training opportunities Individual needs of pupils and families catered for by highly skilled mental health professional Weekly sessions and in-school follow up with SENCO and Family Support Worker Rapid crisis response Skills and knowledge exchange to enhance staff CPD <p>Educational Psychology Service: Families and school working together to support pupils who may be struggling. Improved attendance, learning behaviours, removal of emotional barriers to learning, understanding of the pupils' wider needs.</p>	
Total Cost				£103,140