

Pupil premium strategy statement – Barrow 1618 CofE Primary Free School

1. Summary information					
School	Barrow 1618 CofE Primary Free School				
Academic Year	2017-18	Total PP budget	£9240	Date of most recent PP Review	September 2017
Total number of pupils	88	Number of pupils eligible for PP	8	Date for next internal review of this strategy	March 2017

2. Current attainment		
	<i>Pupils eligible for PP (in school)</i>	<i>Pupils not eligible for PP (in school)</i>
% achieving at least expected attainment in reading, writing and maths	67% (4/6 currently on roll)	94%
% making at least expected progress in reading, writing & Maths combined	100%	95%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Identified special educational needs for 2 pupils eligible for Pupil Premium are leading to below ARE attainment.
B.	Gaps in achievement caused by high inward mobility amongst PP cohort (50% arrived either in current Reception cohort or within the last 5 terms in other cohorts).
C.	Lack of opportunity outside of school for H.A. PP pupils to access challenging and engaging experiences.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor adult literacy levels impacting on opportunities for pupils to read, write and communicate outside of school.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Swift identification of gaps in achievement and additional special educational needs amongst inwardly mobile children.	Internal and (where required) external assessments provide school staff with a clear picture of individual needs to direct interventions.
B.	Greater personalisation of learning experiences through interventions and favourable adult:pupil ratios.	Eligible pupils receive small group and individual tuition or intervention in order to accelerate progress.
C.	Provide greater opportunity for H.A. PP pupils to access challenging and engaging learning opportunities beyond the typical school day.	H.A. PP pupils participate in targeted activities – evaluate impact on achievement.
D.	Provide targeted support to identified pupils to increase the frequency of 1:1 reading and communication. Offer support to parents and carers to promote opportunities at home (online activities, modelled support etc.)	Identified pupils will participate in additional reading (Beanstlk) sessions, weekly – progress in reading exceeds expected levels by July 2018.

5. Planned expenditure					
Academic year	2017-18				
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.					
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?
Accelerate progress in Upper KS2 to address attainment gaps resulting from high inward mobility and above average SEN incidence.	Provide an additional 0.5 TA support in Upper KS2 to perpetuate 'satellite' teaching model and provide greater personalisation.	The impact of teaching assistants in school has been identified by both OFSTED, in June 2016 and SIAMs in October 2016. Through internal monitoring, progress of supported groups is consistently higher than unsupported groups.	Deployment based on identified need. Ongoing monitoring by class teacher.	HT, Class teachers	Through lesson observation & data analysis termly (HT, subject leaders)
Increase staff skill and knowledge pertaining to Speech & Language development.	Provide whole-school targeted training led by SALT team.	There is a high incidence of SEN SPLD across the school, including amongst the PP cohort. Teachers have expressed a desire to implement whole-class approaches to developing vocabulary-rich, articulate classrooms which promote accelerated development in this area.	Training will be attended by both teachers and TAs and will be designed as a bespoke offer to meet our school's needs. HT/SENCO will implement.	HT	The training will be reviewed by attendees at conclusion – next steps will be planned with deadlines.
Total budgeted cost					£5500
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?
Close attainment gaps by accelerating progress of PP eligible pupils in Year 5 and 6.	1:1 tuition to take place outside of the typical school day.	Previous 1:1 tuition sessions have resulted in greater than expected progress by those involved.	HT, CT, tutor and parents will liaise to ensure the content of the tuition is timely, relevant and repeated in class and at home. Pupil passport will be created to agree targets and content.	HT	Mid-way and end of each block of tuition.

HA PP pupils (Year 1 and 2) access challenging and engaging experiences to promote ongoing achievement above ARE.	Small group visits, work with 'experts', targeted extended schools clubs.	Pupils have the ability and enthusiasm, but lack the opportunity. These experiences will impact on the development of their skills, abilities and knowledge and understanding of 'real world' contexts.	CT will select experiences based on individual pupils' skills and interests. Links will be drawn to curricular content.	HT, CT	Termly – Pupil Progress Meetings
Inclusion in peripatetic music tuition increases confidence of participants and provides access to curriculum enrichment.	Part-fund access to peripatetic guitar tuition for identified PP pupils to participate on a weekly basis throughout the year.	Shropshire LA took the decision this academic year to cease funding PP pupil guitar lessons in school. Those pupils already accessing the offer have benefited from inclusion in the past and have made pleasing progress musically and socially. Ceasing on the basis of cost would be undesirable.	Lessons will continue for those children enrolled. Liaison and feedback with the music service will continue. Pupils progress through a progressive music scheme.	HT	Termly with Music Service Tutor.
Total budgeted cost					£1600
iii. Other approaches					
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?
Increase adult literacy levels and confidence in supporting pupils at home, particularly with reading for meaning.	Provide targeted workshops that equip parents of identified pupils with models and resources that can be implemented at home.	There is evidence that poor adult literacy skills are limiting the support or encouragement certain pupils spend improving reading skills outside of school.	Engagement and investment by identified parents is key to the success of the initiative. The content and nature of the workshops will be developed with those parents, based on their perceived weaknesses and concerns.	JN	Questionnaire prior to and at the conclusion of the led workshops.
Total budgeted cost					£1200

6. Review of expenditure				
Previous Academic Year		2016-17 (£12,400)		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
Accelerate progress in Upper KS2 to address attainment gaps resulting from high inward mobility and above average SEN incidence.	Provide an additional 0.5 TA support in Upper KS2 to perpetuate 'satellite' teaching model and provide greater personalisation of learning experiences within core subject lessons.	Average progress of pupils in upper KS2 exceeds expected in Reading, EGPS and Mathematics and was in line with expected for Writing (assessed against the Interim Framework). PP pupils achieved in line with the rest of their peers. One pupil with particular SEN pertaining to SPLD was assessed by the SALT therapist and achieved "clear progress" against the assessed criteria.	This approach made a distinct impact on the ability to personalise learning opportunities. A 'satellite teaching' model was developed, enhancing the skills and impact of TAs in classes (OFSTED 2016).	£6000
ii. Targeted support				
Desired outcome	Chosen action/approach	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
Accelerated progress achieved by identified pupils.	1:1 tuition	Success criteria met. Pupils enrolled in 1:1 tuition programme achieved at least expected progress in RWM, despite prior slow progress pertaining to SEN.	Continuation recommended – involvement of tutor, CT and parent creates a powerful opportunity to focus on specific barriers to learning (High value objectives selected).	£800
Promote inclusion in extracurricular activity, particularly where inclusion would facilitate development of communication and positive, collaborative learning approaches.	Fund 'The Cooking Bus' to visit the school and provide small group cooking opportunity for targeted pupils.	Feedback from participants was unanimously positive, with one parent commenting that her son "had never been so enthusiastic!" PP pupils who participated accessed extracurricular learning opportunities were selected to target their communication and collaborative working skills. The activity leader facilitated this.	Relatively high cost, but uniquely impacting on pupil perceptions. A pleasing enthusiasm and ongoing impact. An activity to replicate if and when PP pupils would benefit from inclusion activities to target communication and team working beyond the school day.	£700
Greater opportunity for pupils to read and discuss their reading than are currently provided at home.	Engage the services of a Beanstalk trained reader to work with identified PP pupils who are working below ARE in reading.	Accelerated progress for 2 of 3 pupils who worked with additional support was gained in reading, whilst the 3 rd pupil achieved expected progress. This was an improvement on trend.	Planned impact was achieved – close links with class teacher helped to target key, high-value reading objectives.	£2000

iii. Other approaches

Desired outcome	Chosen action/approach	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
Gain professional advice to review teaching and learning practices in relation to differentiation and promoting progress for all learners.	Appoint School Improvement Partner to evaluate T&L practices and to provide feedback on best practice.	Feedback was positive and took a triangulation of evidence into account. Subsequent self-review led to an overhaul of the school's foundation curriculum in order to draw greater links through thematic planning and teaching – an approach suggested as particularly useful for vulnerable learners. New thematic planning and delivery will commence in September 2017.	A useful review of policy and practice. Gaining insight into best practice in other similar settings has helped to shape reviews and changes to policy and practice.	£900 (3 x sessions)

7. Additional detail

The school has a Link Governor for Pupil Premium who met with the HT on a termly basis to discuss impacts of the PP allocation. This included review of progress data and comparisons to EEF recommendations. Link Governor visit notes for PP are held on file in school.