

Pupil premium strategy statement (primary)

1. Summary information					
School	St Barnabas CE VC Primary School				
Academic Year	17-18	Total PP budget	£168,960	Date of most recent PP Review	n/a
Total number of pupils	200	Number of pupils eligible for PP	128	Date for next internal review of this strategy	July 18

2. Current attainment (End 2016-17)							
		Writing		Reading		Maths	
Year Group	% Pupils eligible for PP	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Year 1	16/24 = 67.5%	69%		88%		75%	
Year 2	15/25 = 60%	60%		80%		67%	
Year 3	20/27 = 74%	53%		79%		63%	
Year 4	18/27 = 67%	63%		69%		81%	
Year 5	20/29 = 69%	79%		90%		90%	
Year 6 (TA)	26/45 = 58%	44%		48%		64%	
Year 6 (SATs)				48%		64%	

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.	On entry to school PP pupils are often not school ready and need significant speech and language intervention to access the EYFS curriculum	
B.	The limited life experiences of PP pupils impacts on their range of vocabulary and understanding which is a barrier to attainment in reading and writing	
C.	A number of PP pupils also have SEND, mental health and attachment needs which often impacts on academic progress	
D.	60% of PP children have EAL – depending on their level of fluency this can have a significant impact on their attainment in all areas	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
F.	Low attendance rates occurs for individuals due to families returning to their country of origin for extended periods during term time.	
G.	Many (not all) of our Pupil Premium Pupils come with limited experiences outside of school. Accessibility to rich extra-curricular experiences is restricted because of deprivation	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure good outcomes in EYFS and prepare pupils for the next stage in their education.	At least 65% achieve at a Good Level of Development
B.	To improve achievement in English for pupils eligible for pupil premium by having a positive impact on school level reading and writing attainment, including those pupils working at a greater depth, focusing on diminishing the differences in Y3, Y4 and Y5	At least 65% of pupils reach ARE by the end of the year. 100% of pupils make at least expected progress.
C.	To improve achievement in Mathematics for pupils eligible for pupil premium by having a positive impact on school level mathematics attainment and improving related attitudes and behaviours, focusing on diminishing the differences in Y2, Y3 and Y4	At least 65% of pupils reach ARE by the end of the year. 100% of pupils make at least expected progress.
D.	To ensure good support for vulnerable pupils eligible for pupil premium including those at risk of exclusion or poor attendance.	Outstanding pastoral support is in place targeting the most vulnerable pupils and their families.

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?
To ensure good outcomes in EYFS and prepare pupils for the next stage in their education.	LSA to support in reception class to enable facilitation of individual interventions by teacher and Early Years Practitioner, such as RLP.	EEF evidence shows that as the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will achieve will increase.	Lesson observations, pupil progress meetings and data analysis will demonstrate the impact of this approach.	Phase 1 Leader	Termly at pupil progress meetings
To improve achievement in English & Maths for pupils eligible for pupil premium by having a positive impact on school level reading, writing and maths attainment, including those pupils working at a greater depth, focusing on diminishing the differences in Y1, Y2, Y3, Y4 and Y5	Continue with additional TA support in class to enable facilitation of individual interventions by teacher, such as writing workshops, maths support, Rapid Intervention, EAL & SALT support.	EEF evidence shows that employing an additional TA to support in class enables the facilitation of individual interventions by teacher, such as writing workshops, maths support, Rapid Intervention, EAL & SALT support.	Lesson observations, pupil progress meetings and data analysis will demonstrate the impact of this approach.	Phase 2 & Phase 3 Leader s	Termly at pupil progress meetings

<p>To improve achievement for pupils eligible for pupil premium by having a positive impact on school level reading, writing and maths attainment including those pupils working at a greater depth, focusing on diminishing the differences in Y6</p>	<p>Additional TA support in Year 6 to enable facilitation of individual interventions by teacher, such as writing workshops, maths support, Rapid Intervention, EAL & SALT support.</p>	<p>EEF evidence shows that employing an additional TA to support in class enables the facilitation of individual interventions by teacher, such as writing workshops, maths support, Rapid Intervention, EAL & SALT support.</p>	<p>Lesson observations, pupil progress meetings and data analysis will demonstrate the impact of this approach.</p>	<p>Phase 3 Leader</p>	<p>Termly at pupil progress meetings</p>
<p>Total budgeted cost</p>					<p>£103,524</p>

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?
To improve achievement in English for pupils eligible for pupil premium by having a positive impact on school level reading and writing attainment.	<p>Weekly sessions with a Speech and Language Therapist to support disadvantaged pupils whom require further support with their speech and language development (SALT)</p> <p>Individualised Reading Instruction and support for reading across the school, This is a highly effective intervention delivered by a specially trained teacher to children who find reading extremely difficult and who may not make progress otherwise.</p>	EEF evidence shows that individualised instruction provides different tasks for each learner, providing support at the individual level. It is based on the idea that all learners are different and therefore have different needs, so an individualised or personally tailored approach to instruction ought to be more effective, particularly in terms of the tasks and activities that pupils undertake and the pace at which they make progress through the curriculum.	Pupils identified by inclusion team each term and progress evaluated as part of pupil progress meetings.	SENCo	Termly as part of SEN pupil outcomes reviews & pupil progress meetings
				Total budgeted cost	£19188

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?
To ensure good support for vulnerable pupils eligible for pupil premium including those at risk of exclusion or poor attendance.	<p>LM support for vulnerable children Regular support for attendance, parental engagement and social and emotional aspects of learning.</p> <p>THRIVE training and license.</p> <p>Weekly sessions with Art Therapist & Play Therapist to support vulnerable learners in order to improve attainment by improving social and emotional aspects of learning.</p>	EEF evidence shows that Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.	Pupils identified by inclusion team each term and progress evaluated as part of pupil progress meetings.	SENCo	Termly as part of SEN pupil outcomes reviews & pupil progress meetings
To allow opportunities for pupils eligible for pupil premium to experience an enriched curriculum	Residential Trip Subsidy	Sport & arts participation is engaging in sports or arts as a means to increase educational engagement and attainment. This might be through organised after school activities or as an organised programme by a local sporting club or association.	All pupils in receipt of Free School Meals pay 50% of cost.	SBM	
Total budgeted cost					£45721

6. Review of expenditure																																																																																											
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To improve achievement for pupils eligible for pupil premium by having a positive impact on school level reading and writing attainment and improving reading related attitudes and behaviours, focusing on diminishing the differences in Y6.

Additional TA support in Year 6 each morning to enable facilitation of individual interventions by teacher, such as writing workshops, maths support, Rapid Intervention, EAL & SALT support.

Reduce class size with the appointment of an additional teacher to support learning in mathematics and English in Year 6 in order to accelerate progress and raise attainment for pupils eligible for pupil premium.

KS2 Results	2017*		2016		Progress Score	
	AR E	G D	AR E	G D	2017	2016
Reading	53%	11%	49%	24%	-3.0	-1.13
Writing	53%	2%	67%	4%	-4.4	-1.93
Mathematics	47%	4%	58%	11%	-3.6	-1.53
GPS	51%	9%	67%	20%		
Combined	24%	2%	42%	2%		

Despite disappointing KS2 results we will continue to support an additional TA in Year 6 but with improved monitoring and direction from the leadership team.

£31010

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																																																																														
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To improve achievement in Mathematics for pupils eligible for pupil premium by having a positive impact on school level mathematics attainment and improving related attitudes and behaviours.

Individualised Mathematics Instruction and support for reading across the school. This is a highly effective intervention delivered by a specially trained teacher to children who find maths extremely difficult and who may not make progress otherwise.

KS2 Results	2017*		2016		Progress Score	
	ARE	GD	ARE	GD	2017	2016
Mathematics	47%	4%	58%	11%	-3.6	-1.53

KS1 Results	2017		2016	
	ARE	GD	ARE	GD
Maths	64%	8%	81%	0%

	Y3		Y4		Y5	
	2017	2016	2017	2016	2017	2016
Maths	65%	78%	82%	74%	82%	70%

Outcomes at the end of KS1 & 2 have been disappointing in mathematics so we will not be continuing this approach and instead focus on the rapid intervention model which has been successful in Y3, Y4 & Y5.

£14423.14

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
To ensure good support for vulnerable pupils eligible for pupil premium including those at risk of exclusion or poor attendance.	LM support for vulnerable children Regular support for attendance, parental engagement and social and emotional aspects of learning. THRIVE training and license Weekly sessions with Art Therapist & Play Therapist to support vulnerable learners in order to improve attainment by improving social and emotional aspects of learning.	The school has been judged outstanding for pastoral support and the interventions it puts in place for the most vulnerable pupils and their families.	We will continue with this approach.	£28621
To allow opportunities for pupils eligible for pupil premium to experience an enriched curriculum	Residential Trip Subsidy	Uptake for Y6 residential is high for pupils eligible for pupil premium and the school has also introduced a Y5 camping experience this year.	We will continue with this approach.	£450
				£178,257