



Pupil premium strategy Action Plan 2017-2018 for St Bartholomew's Primary School

1. Summary information					
School	St Bartholomew's Primary School				
Academic Year	2017-2018	Total PP budget	117660 (tbc)	Date of most recent PP Review	With S Chandler 7/1/17
		7/12	113040		Internal Sept 2017
		5/12	47100		L McMillan 24/4/18
Total number of pupils @Sept 2017	192	Number of pupils eligible for PP @Sept 2017	83	Date for next internal review of this	September 2018

2. Current attainment				
	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>	
	<i>KS1 ARE</i>	<i>KS2</i>	<i>KS1 ARE</i>	<i>KS2</i>
% achieving ARE in reading, writing & maths (or equivalent)		33.3		18.8
% making at least 2 levels of progress in reading (or equivalent)	44.4	0.5	47.6	1.5
% making at least 2 levels of progress in writing (or equivalent)	33.3	0.9	38.1	0.7
% making at least 2 levels of progress in maths (or equivalent)	33.3	-2.4	47.6	-1.6



3. Barriers to future attainment (for pupils eligible for PP)

Poverty- Children at physical and material disadvantage including in some instances poor housing and severe poverty – IDACI shows 62.2% of pupils living in 30% most deprived and 41.5% living in the lowest 20% most deprived

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Vocabulary- Limited exposure to an enriched language and text rich environment at home and less value of put on reading for pleasure.
B.	Poor maths fluency and retention of basic arithmetic knowledge and strategies.
C.	Behaviour- Higher numbers of PP pupils present with less developed social skills and emotional regulation which are a barrier to developing secure and resilient learning behaviours. For pupils at risk of exclusion to be supported in school to minimise these and prevent permanent exclusion. The families have reduced emotional wellbeing.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Attendance- To improve attendance and punctuality for pupils identified with PP last year 93.24%.
E.	Poor parent support/Knowledge- Parental involvement in the education of their children, increased attendance at parents meetings, support groups, workshops and celebrating children's learning across the curriculum

4. Desired outcomes (Desired outcomes and how they will be measured)

Success criteria

A.	For Writing, ensure PP pupils have the opportunity to achieve their full potential by reaching Age Related Expectations or above in line with pupils identified without PP. To maximise exposure and engagement in writing across the curriculum. In order to diminish the difference some of these pupils will need to make above expected progress.	Higher % of PP children at ARE/ARE in Reading/Writing and pass Phonics screen
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B.	For Maths, ensure PP pupils have the opportunity to achieve their full potential by reaching Age Related Expectations or above in line with pupils identified without PP. In order to diminish the difference some of these pupils will need to make above expected progress.	Higher % of PP children at ARE/ARE in Maths
C.	Pupils are presenting with less developed social skills and emotional regulation and feel secure and are developing resilience.	Less exclusions and Pupils are ready to learn and feel calm and secure
D.	To improve attendance and punctuality for pupils identified with PP last year 93.24% in line with all pupils 94.58% and nationally 96.1%. Whole school attendance is 95% and families value coming to school.	Parents understand need for good attendance Attendance of PP children improved
E.	Parent / carer support and engagement improved.	Improved % attendance at meetings /workshops of targeted families



Planned expenditure

Academic year	17-2018
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The three headings below enable schools to demonstrate how they are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality first teaching for all

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved rates of progress and attainment for PP children so it is in line with , if not better than non-pupil premium Teachers are consistent in their approach	Support from Class teachers to plan interventions Pupil conferencing available 1-1 basis as Small classes All staff aware of and take responsibility of achievement of disadvantaged pupils. All staff's PM targets linked to SIP -Teachers use feedback and marking to challenge all pupils -Teacher employ a range of strategies for differentiation	HT/DHT observation Book Scrutiny Pupil conferencing Data analysis SPA visits Inclusion lead tracking PP engagement See SIP	All class teachers All SLT	October 2018 March 2018 July 2018 See SIP

ii. Targeted support



Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Closing the gaps in Maths	ECC like interventions with specialist teacher Team teaching with outside consultant Map of key fluency skills across school Staff meetings on key fluency skills Girls Maths group Maths Challenge group Y6 Maths booster Maths workshops	Data outcomes Intervention monitoring Pupil voice	HB KB	July 2018
Vulnerable children supported	SALT groups/1-1 Reading groups Narrative groups 1-1 INA support for children in class 2 School start groups in EY Support from BHISS LSS Provision	Class teacher track interventions impact and report at Pupil progress meetings. Inco tracks SEN interventions and Mentor support	All class teachers Inclusion Lead	Termly July 2018



Increased engagement attainment and progress in reading and writing in Early Years	New class readers to be bought to inspire children Generate funding for books from outside school CPD on reading and engaging readers Good text rich class environment discussed Funky fingers intervention Continual on-going assessments Story Language encouraged at all opportunities Special books to evidence writing in EY	Class teacher Planning Book scrutiny Pupil progress meeting Learning walks Environment check lists	FK KB	October 2018 March 2018 July 2018
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Total Budgeted cost for targeted support and quality teaching for all (estimated)	£63954
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iii. Inclusion, Wellbeing, Behaviour and Attendance

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Confidence and resilience developed in children	Mentor support Targeted workshops for parents Counselling Family worker support Kinship carer support	Pupil and parent conferencing Scaling SDQ Attendance at workshops	JE Inclusion Lead	Termly



Attendance is above 95% and families value coming to school	<ul style="list-style-type: none"> -Create Policy -Targeted workshops -Regular meetings with parents -Introduce attendance rewards/prizes -joined up work with Early help/CIN meetings to address concerns Offer Breakfast club places if needed to support attendance 	<p>Monthly with AC Attendance coordinator Alan Meadows involved All staff aware of importance</p>	Katie Blood	On-going On SIP
Parental involvement increased	<ul style="list-style-type: none"> -Support PTFA to become effective by allocating staff -Subsidise Breakfast club -More engaging website - events in wider community celebrated -coffee morning Kinship carer group Inclusion Lead work with vulnerable families 	<p>Attendance monitored Non-attendance logged on Cpoms</p>	Inco KB FK BH	On-going
Total Budgeted cost for behaviour and attendance (estimated)				£53706
Total predicted costs of interventions 96.5% on staffing 3.5% on other				<u>£117660</u>