

Pupil premium strategy statement (primary) 2019-2020

1. Summary information					
School	St Barnabas CE VC Primary School				
Academic Year	19-20	Total PP Budget	£104,280.00 (lower than original predicted £126,720.00)	Date of most recent PP Review	n/a
Total number of pupils	101	Number of pupils eligible for PP	54	Date for next internal review of this strategy	Sept 20

2. Current attainment (End 2018-2019)							
Year Group	% Pupils eligible for PP	Writing		Reading		Maths	
		Pupils eligible for PP (your school)	Cohort (national average)	Pupils eligible for PP (your school)	Cohort (national average)	Pupils eligible for PP (your school)	Cohort (national average)
Year 1	12/21= 57%	41.7%		41.7%		41.7%	
Year 2	8/17 = 47%	67%	70% (2018)	78%	75%(2018)	67%	76% (2018)
Year 3	12/19=63%	41.7%		41.7%		41.7%	
Year 4	11/18=61%	54.5%		81.8%		54.5%	
Year 5	13/21=62%	38.5%		61.5%		53.8%	
Year 6 (TA)	14/25=65%	53%	75% (2018)				
Year 6 (SATs)	14/25=65%			67%	73%	73%	79%

3. Barriers to future attainment (for pupils eligible for PP (disadvantaged, including high ability))		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
	On entry to school PP pupils are sometimes not school ready and need significant speech and language intervention to access the EYFS curriculum	
	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 and behaviour for learning and relationships	
D	58% of PP children have EAL – depending on their level of fluency and their vocabulary this has historically had an impact on their attainment	
E.	The behaviour of a minority of children impacts on the quality of teaching and learning for disadvantaged pupils	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
F	Low attendance rates occurs for individuals, partially due to families returning to their country of origin for extended periods during term time and children missing from education due to relocation from the UK. Individual children with significant broken weeks and low school attendance.	
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 and isolation	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	To ensure good outcomes in EYFS and prepare pupils for the next stage in their education.	At least 75% of disadvantaged (Pupil Premium) pupils achieve at a Good Level of Development and a raised % are exceeding
	To improve achievement (ARE) 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 cohort between disadvantaged pupils and the cohort while raising the whole cohort performance towards a minimum of the national combined (R+W+Ma) cohort performance of 64%	At least 70% of disadvantaged (Pupil Premium) pupils reach ARE (reading and writing) by the end of the year in each KS1 cohort. At least 70% of disadvantaged (Pupil Premium) pupils reach ARE (reading and writing) by the end of the year in each KS2 cohort.

	To improve achievement (ARE) 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 cohort between disadvantaged pupils and the cohort while raising the whole cohort performance towards the national cohort performance in Y6 of 76%	At least 70% of disadvantaged (Pupil Premium) pupils reach ARE (mathematics) by the end of the year in each KS1 cohort. At least 76% of disadvantaged pupils reach ARE by the end of the year in each KS2 cohort.
4.	To improve achievement in the combined Reading (SAT), Writing (Teacher Assessment) and maths ((SAT) for pupils eligible for pupil premium by having a positive impact on attainment outcomes focusing on diminishing the differences in cohort between disadvantaged pupils and the cohort while raising the whole cohort performance towards a minimum of the national combined (R+W+Ma) cohort performance of 64%	64% of disadvantaged (Pupil Premium) pupils achieve a combined outcome of expected standard in reading, writing and mathematics in 2020.
	To ensure good support for vulnerable pupils eligible for pupil premium including those at risk of exclusion or poor attendance.	Monitoring of classroom learning behaviours reports improved outcomes and there is a further reduction in fixed term exclusions and reported disrupted behaviour.

5. Planned expenditure					
Academic year	2019/2020				
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? October 2020 review in bold
To ensure good outcomes in EYFS and prepare pupils for the next stage in their education.	Additional TAs to support in reception class to enable facilitation of individual interventions by teacher and Early Years Practitioners.	EEF evidence shows that as the size of a class or teaching group gets the range of approaches a teacher can employ and the amount of attention each student will achieve will increase with impact on the provocations available to accelerate progress and the quality of verbal interactions between adults and children.	Lesson observations, pupil progress meetings and data analysis will demonstrate the impact of these approaches.	EYFS/KS1 leader	Termly at pupil progress meetings with HT and DHT Our 2020 FFT submitted YR data shows us achieving outcomes in line with data submitted nationally

<p>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</p>	<p>Continue with additional TAs and apprentice TA (Y2) support in class 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 the class teacher and the quality of verbal interactions (feedback and response to feedback) between adults and children.</p>	<p>Lesson observations, pupil progress meetings and data analysis will demonstrate the impact of this approach.</p>	<p>English leader Maths leader</p>	<p>Termly at pupil progress meetings with HT and DHT</p> <p>There was impact evident in term 4 teacher assessments and the impact of our practice was noted by Ofsted in February 2020. The lockdown period disrupted our assessment systems.</p>
<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 greater depth, focusing on diminishing the differences in Y5 & Y6</p>	<p>Additional TA support in Year 4/Year 5 and Year 6 to enable facilitation of individual interventions (PIXL therapies) by class teachers and TAs.</p>	<p>EEF evidence shows that employing an additional adult support in class enables the facilitation of individual interventions by teacher and the quality of verbal interactions between adults and children.</p> <p>PIXL therapies have an evidenced impact on pupil outcomes</p>	<p>Lesson observations, pupil progress meetings and PIXL and School Pupil Tracker data analysis will demonstrate the impact of this approach.</p>	<p>PIXL leader</p>	<p>Termly at pupil progress meetings and regular PIXL review meetings</p> <p>This was disrupted by the lockdown but our submitted data for Y6 showed term 1-3 impact and impact on our Y4 and Y5 cohorts.</p>
<p>Total budgeted cost</p>					<p>£85,000.00</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>Use of Talk Boost in KS2 led by TA</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	<p>Termly as part of SEN pupil outcomes reviews & pupil progress meetings</p> <p>This work was not able to be sustained once lockdown took place from March 2020.</p> <p>The school has introduced PriamrY Talk to all staff in September 2020 and renewed the use of Talk Boost.</p>

<p>To ensure that there is an acceleration in the progress of children who are identified through PIXL testing to be falling behind their peers and age related expectations.</p>	<p>To run before and after school PIXL therapies for identified PP children who are not at age related expectation (Y6). To utilise PIXL therapies during the school day (Y2-Y6) to address areas of marginal gain.</p>	<p>PIXL schools and therapies have an evidence impact on pupil outcomes and develop a culture of effective feedback with children. EEF evidence shows that effective feedback and response to feedback has above average impact on progress.</p>	<p>Regular review on entry and exit of PIXL therapies</p>	<p>PIXL leader</p>	<p>Termly review of the PIXL therapy impact.</p> <p><i>PIXL therapies were implemented in terms 1,2 and 3 with impact but could not take place in terms 4, 5 and 6</i></p>
<p>Total budgeted cost</p>					<p>£4,280.00</p>

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>Learning Mentor (0.4) and Assistant Learning Mentors (1.0) support for vulnerable children and use of Thrive training</p> <p>Regular parental support for attendance, parental engagement and social and emotional aspects of learning.</p> <p>Weekly sessions with Art Therapist to support vulnerable learners in order to improve attainment by improving social and emotional aspects of learning.</p>	<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.</p> <p>SEL interventions may focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>This includes in class intervention to support transitions to learning and behaviour for learning and relationships</p>	<p>Weekly inclusion team meetings to review impact on cohorts and children vulnerable to underachievement.</p> <p>Pupils identified by inclusion team each term and progress evaluated as part of pupil progress meetings.</p>	<p>Headteacher</p> <p>DHT</p> <p>SENCo</p>	<p>Termly review of behaviour for learning and relationships by the HT</p> <p>Termly review as part of SEN pupil outcomes reviews & pupil progress meetings</p> <p>Impact of the Learning mentor team noted by OPfsted in February 2020</p> <p>The Learning Mentor team were fundamental to the school's ability to provide food through the Community Food Sager and the school's extensive pastoral systems between March 2020 and September 2020</p>

<p>To allow opportunities for pupils eligible for pupil premium to experience an enriched curriculum</p>	<p>Subsidy of in school experiences and out of school experiences to ensure full engagement with our Curious-City curriculum</p>	<p>Sport & heritage arts participation is effective when engaging in sports or arts and increases educational engagement and outcomes. This may be through organised after school activities, in class experiences, local visits or as an organised programme by a local sporting club, association or organisation.</p>	<p>Provision of the cost of whole class experiences and targeted experiences (in school & out of school) to be fully funded where these are incorporated into a class enquiry and sustained learning results</p>	<p>HT</p>	<p>The impact of these enrichment experiences to be monitored for impact on engagement.</p> <p>The Curious City enquiry curriculum was well received by Ofsted in February 2020 and the approach has been sustained during 2020 ,despite the lockdown and need for a recovery curriculum.</p>
<p>To build an aspiration mindset in staff and children at the school, enabling challenge and / sustained securing of good outcomes in all KSs</p>		<p>EEF research evidences that metacognition understanding has a positive impact on accelerating progress and the consequent securing of outcomes.</p>		<p>HT</p>	<p>The planned 4LP careers fair in March 2020 was not able to happen and this work was not able to be sustained as between February 2020 and September 2020</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£15,000.00</p>