

Barford St Peter's C of E Primary School

Pupil premium strategy statement 2017/18



1. Summary information					
School	Barford St Peter's C of E Primary School				
Academic Year	2017/18	Total PP budget	£16,560	Date of most recent PP Review	September 2017
Total number of pupils	166	Number of pupils eligible for PP	10	Date for next internal review of this strategy	July 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	Not measured	Not measured
% making progress in reading	70%	66%
% making progress in writing	70%	74%
% making progress in maths	70%	70%

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.	Social and emotional intelligence.	
B.	Vulnerable families.	
C.	Poor oral language skills	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Family support for adoptive parents	
E.	Offer of CAF's – Family support for a variety of reasons.(Can be declined)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children gain in confidence; trusting others, have the opportunity to make progress at a rate that is specific to their individual needs.	Children make the expected progress from their starting point. Children require less support in class and become more independent learners.

		Children retain more friendships. Children have strategies to solve friendship problems.
B.	School and parents working together for the benefit of the children.	Excellent communication between home and school that impacts positively on the children.
C.	Offer family support for example CAF's/Ed Psychiatrist/Attachment Training. Targets and strategies provided by external agencies is taken up.	With the intervention from specialised professional outside agencies:- Children make progress as their specific needs are being met. Children make better progress in reading, writing and maths. Children talk about their future with enthusiasm. Children have raised self- esteem and achieve in-line with non-pp children.

5. Planned expenditure					
Academic year		2016/17			
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?
Children are able to talk about their feelings in a controlled situation, become problem solvers and acknowledge problems can be solved. However if they can't solve them they know who they can turn to for help.	Regular PHSE lessons. Circle time/team talk etc. Worry boxes Whole school ethos. Protective behaviours Class ethos where pupils are given the opportunity to talk about their feelings and being safe. E safety days	Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger. Children are aware of the benefits and dangers of social media	Systems are in place. (See yearly overview) Responding to pupil interviews Responding to outcomes from surveys Responding to outcomes from circle/team teach time(See green form file) Excellent communication with staff, parents and pupils.	Dawn Carson	September 2018 (Ongoing)
Children make expected or better attainment in all areas of the curriculum. Children talk with enthusiasm about their future and areas of interest.	Termly pupil progress meetings. Quality first teaching for all pupils. Creative curriculum and after school clubs. Inspirational themed days, weeks and assemblies. Clear and purposeful marking policy.	Analysis of pupil data to inform next steps in learning. Analysis of pupil progress to determine targets for the LIP. Quality first teaching which is systematically focused teaching providing pupils with clear and useful feedback about their work high lighting next steps in learning. Providing pupils with a creative curriculum that will inspire them for the future. Inviting inspirational people into school to lead assemblies.	Systems are in place. (See yearly overview). Monitoring program in place. SLT regularly review pupil progress to ensure they are on track to meet ARE or own personal targets. Monitoring includes book trawls, pupil interviews with governors, lesson observations, moderation of work with staff. consortia, LA and as part of SLT meetings. Responding to feedback from parents, staff and pupils relating to inspirational/themed days.	Wendy Steward	September 2017 (New Inclusion Manager) Review September 2018

There are no additional costs associated with the above as they are being covered in the normal running of the school.					Total budgeted cost	None
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?	
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Weekly 1:1 Counselling from Snowford Grange	Support provided to address emotional well-being. Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	The Headteacher to work closely with external agencies to ensure children are being cared for holistically and inclusively. To continue working with parents/carers and have early identification of pupils requiring counselling to ensure it doesn't impact further on their schooling.	Annette Delaney	September 2018	
Intervention Increase in confidence and self- esteem. Children make expected or better attainment and talk with enthusiasm about their academic future.	Targeted support for learning through intervention provision in reading, maths and writing. Social skills groups enhance children's ability to build relationships and develop resilience	To give the PPG children additional tailored support enabling them to achieve ARE or their own individual targets and make the same progress as non-PPG children. Children attend Pre-Teach sessions so they are ready to meet new challenges and access lesson content.	Through the monitoring program. Review intervention half termly to ensure children are making progress. SLT review assessments to ensure children are on track. Book trawls, pupil interviews with governors, lesson observations, moderation of work with staff and as a SLT. Termly meetings with parents	Wendy Steward	September 17	
Enrichment Activities	Continued enrichment to support children's social and emotional development include:- <ul style="list-style-type: none"> • Music Tuition • Curricular enrichment activities including school trips/residential trips • Swimming lessons • Extra-Curricular Clubs Subsidised curriculum enrichment activities	The Headteacher to work closely with class teachers to ensure children are being given the opportunities they require to support their social and emotional well-being.	Through the monitoring program. Review intervention half termly to ensure children are making progress. SLT review assessments to ensure children are on track. Book trawls, pupil interviews with governors, lesson observations, moderation of work with staff and as a SLT. Termly meetings with parents.	Annette Delaney	Ongoing Support	

	including school trips and residential trips.				
Total budgeted cost					£14,500
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?
Support from outside agencies	To provide specialised support for staff and setting specific targets for individual pupils.	When in school strategies have been trialled and don't make the expected impact advice is sought from Specialised outside agencies.	Specialist support provides staff and families with specific targets to meet the individual needs of the pupils.	Annette Delaney	Early part of each term after parent meetings. (Ongoing).
Total budgeted cost					£2,500 (£500) includes specialised resources that are purchased for individual children, For example 'Power of 2 books' to support maths.

6. Review of expenditure					
Previous Academic Year		16/17			
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
Children are able to talk about their feelings in a controlled situation, become problem solvers and acknowledge problems can be solved.	PHSE lessons are regular Circle time/team talk etc. Worry boxes Whole school ethos.	Impact very good the children feel safe and they have the confidence to share anything that concerns them. The PHSE Subject leader has introduced a children's SEF as part of the pupil voice.	Continue with existing good practice.		All part of normal school activities.

However if they can't solve them they know who they can turn to for help.	Protective behaviours Class ethos where pupils are given the opportunity to talk about their feelings and being safe.			
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings each term will inform how all children are achieving. Children very happy to have parents/carers/grandparents in school for Open Afternoon.	Yes see school tracking	We held an Open Afternoon day where we invited parents/carers/grandparents to have a look around school and to work with their children in class.	No cost but a highly successful afternoon. Over 100 parents/grandparents attended.
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
Children are able to talk about their feelings in a controlled way and acknowledge that problems can be solved.	Weekly 1:1 Counselling from Snowford Grange	Yes it gave the children an outlet to talk about their problems. It works better for some children than others.	We will continue as it is so important for children to be able to discuss their issues.	£1950
Intervention Increase in confidence and self-esteem. Children make expected or better attainment and talk with enthusiasm about their academic future.	Targeted support for learning through intervention provision in reading, maths and writing.	Yes it ensures children receive targeted intervention to bridge the gaps between the non-PPG pupils.	We need to be even tighter over monitoring of progress. We are going to find alternative/additional slots to fit the children in. The OFSTED report on PPG findings stated that some schools used the afternoon as times to focus on additional support so they don't miss key times in the morning. We will trial this and monitor the impact.	£11000 Additional TA support
Enrichment Activities	Continued enrichment to support children's social and emotional	Yes it has ensured the pupils do not feel different particularly as the school is in such an affluent area. Parents and pupils feel that they have access to the full curriculum.	We have now taken some of this under the school budget. We are wanting to ensure the money is used to focus on bridging the gap although we believe by ensuring they have continued emotional support that it was a useful way to	£1550

	<p>development include:-</p> <ul style="list-style-type: none"> • Music Tuition • Curricular enrichment activities including school trips/residential trips • Swimming lessons • Extra-Curricular Clubs <p>Subsidised curriculum enrichment activities including school trips and residential trips.</p>		<p>spend the money. The parents who approached us for help were very grateful of the support.</p>	
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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
<p>Children's attainment is enhanced and they are enabled to reach their full potential.</p>	<p>To provide specialised support and advice for staff including the setting of specific targets for individual pupils.</p>	<p>Yes this support is vital if we want to move these children on and prepare them for the next stage in their education. However this again applies to all pupils.</p>	<p>Yes</p>	<p>£3000</p>
<p>Children's sensory needs are supported so they are no longer a barrier to learning.</p>	<p>To assess the sensory needs of an individual pupil and to provide all staff with strategies to improve sensory overload in pupils.</p>	<p>Yes, we now have a clear understanding of the pupil's sensory needs and appropriate support is in place which has improved her emotional wellbeing. In addition, all staff have an increased awareness of LAC/ vulnerable pupil's sensory needs. They are using a bank of activities across the school day to reduce these pupils sensory overload ensuring it is not a barrier to learning.</p>	<p>We will continue to use sensory support strategies in all classrooms and hope to have ongoing OT support this academic year through postadoption service funding to continue to develop staff skills in this area.</p>	<p>£1,065.00</p>

		The children are better able to focus so they can attend to learning and meet their potential.		
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.aschool.sch.uk

The Pupil Premium is funding provided to publically funded schools in England which is additional to main school funding. The purpose of the fund is to raise the attainment of disadvantaged pupils and to close the gap between themselves and their peers. It is allocated according to the number of pupils on roll who are eligible for free school meals (FSM), service families and for pupils who have been 'Looked After' (in care) for 6 months or more. Since 2012, funding was extended to include pupils who have been eligible for free school meals within the last 6 years.

The Government believes that the Pupil Premium is the best way to address the current underlying inequality in outcomes between pupils eligible for FSM and pupils who are not eligible. The Government believe it is necessary to provide funding to disadvantaged families as a way of supporting the families and pupils who need it most. However it is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are held accountable for how they have used the additional funding to support pupils from low-income families and from September 2012 this information must be published.

THE CONTEXT OF THE SCHOOL

- Barford St Peter's is a village school. The pupils are taught in six classes of which two are mixed ages. Reception became single form in September 2013 and the school increased the PAN to 30 in September 2015.
- The socio-economic backgrounds of pupils are mainly professional. The vast majority of pupils are well motivated, have a positive attitude, are keen to experience new challenges and possess a good range of personal skills to help them access the curriculum and realise their potential.
- Most pupils benefit from a strong home-school partnership that supports a positive attitude to learning and have rich and varied experiences outside of school which complement their learning in school.
- The number of FSM pupils is well below the national average. In September 2017 it was 3. We have 7 previously LAC. The proportion of pupils with learning difficulties and/or disabilities is broadly average.
- **11.5%** of pupils are from ethnic minorities or mixed race families.
- Most pupils enter into the Reception Class from our onsite Pre-School and are broadly in line with the national average. They make a strong start to their school life socially, emotionally and academically
- Barford has a strong family feel and a nurturing ethos, this is very important in **creating a warm, friendly environment** where there is a tangible feel of everyone working together as a tightly knit family, where achievements are shared and relationships are highly productive. Each pupil is well known by the teachers and looked on as an individual as a result, pupils approach their work with confidence, high levels of self-esteem and are not afraid of learning from their mistakes. Opportunities for personalized learning approaches, extended care and well-being of pupils and parents partnering with the school are extensive – a large majority of parents engage in this partnership (**100% attendance at Parents Evening and 80% Stay and Play sessions**). The pupils are prepared very well for the next stage in their education.
- The excellent curriculum motivates pupils because it takes into account their interests and aspirations and is enriched through an outstanding range of clubs and extra-curricular activities, some of which are free. The participation rate by pupils is high with pupils competing at a very good standard in both music and sport, enabling the identification of gifted and talented pupils.

- The school's breakfast and after-school clubs (Inspirations) provide a friendly and stimulating environment where pupils of all ages mix well together, something parents and carers particularly value.