

**Pupil premium strategy statement Barnston Primary School 2016/17**

1. Summary information					
<b>School</b>	Barnston Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£30 040	<b>Date of most recent PP Review</b>	April 2016 Ofst.
<b>Total number of pupils</b>	290	<b>Number of pupils eligible for PP</b>	17	<b>Date for next PP Strategy Review</b>	Summer 17

2. Current attainment		
	<i>Pupils eligible for PP (whole school 17 pupils)</i>	<i>Pupils not eligible for PP- KS 2(national average 53% RWM and 5% exceed)</i>
<b>% achieving expected or above in reading, writing &amp; maths</b>	<b>71% 12/17</b>	64.44% 16% exceed.
<b>% making at least expected level of progress in reading</b>	<b>71% 12/17</b>	69% 24% exceed,
<b>% making at least expected level of progress in writing</b>	<b>82% 14/17</b>	80% 36% exceed.
<b>% making at least expected level of progress in maths</b>	<b>82% 14/17</b>	82% 33% exceed.

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Oral Language skills in F2 on entry are lower in the last 3 years – PP pupils are a part of this oral language barrier and slows reading progress.
<b>B.</b>	A significant % of PP pupils with self-esteem issues which slows progress.
<b>C.</b>	A significant % of PP pupils are also SEN and this slows progress in reading, writing and maths.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	

<b>D.</b>	Reading home school partnership not always followed for PP and areas of low attendance in PP
-----------	--

<b>4. Outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
	Speech and language specialists Talk about Town employed to work weekly on oral language skills	Weekly progress monitored and PP pupils in F2 make rapid and sustained progress, reaching the expected level by end of EYFS
	Mindfulness activities introduced to target PP pupils throughout each of their academic years.	Self-esteem/self-belief increased and progress speeds up as a consequence and an even higher % reach expected levels
	SEN outside agencies x 2 to work 1-1 3 x weekly with the PP pupils and some consistent 1-1 in exceptional circumstances. Dyslexia and Dyscalculia work.	Rapid progress within the SEN agencies remit
	PP absence monitored and school working closely with parents to increase attendance.	Incentives and reward systems takes personal attendance over 96%

<b>5. Planned expenditure</b>	
<b>Academic year 2016/17</b>	<b>£30 040</b>

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?
A. Improve oral language skills	SLA with language specialist	Proven record in rapid improvement in slow moving pupils with their oral skills	F2/Senco and HT all liaise with the lead of Talk About Town	Senco	January 2017
B. Staff skills improved	High quality training for EYFS/Y1/2 staff in oral language initially and then KS 2 staff	Investment in long term staff training in order to meet the needs of pupils in oral language and phonic skills throughout the school	Part of SLT meetings, performance management and pupil progress meetings for all staff	HT/SLT	Termly and end of year analysis July 2017.

<p>C. Improved self-esteem for pupils</p>	<p>Mindfulness specialists/Yoga teachers</p>	<p>Long term school investment into mental health and resilience for PP pupils and the wider school i.e. it is better for the PP pupils to be in their class groups</p> <p>Participating in mindfulness, rather than singled out when PP numbers are low throughout the school</p>	<p>Staff training – specific mindfulness CPD and participating in mindfulness activities in training in order to fully understand the long term commitment and benefits</p>	<p>HT</p>	<p>Termly in pupil progress meetings</p>
<p>D. Improved SEN skills for all staff</p>	<p>In-depth staff CPD for Specific areas of SEN</p>	<p>Dyslexia on the increase throughout school and particularly affects the spelling aspect of writing and GaPS</p>	<p>Specific highly effective training researched by SENCo and SLT</p>	<p>SENCo/HT/SLT/TAs</p>	<p>Half Termly – early intervention, particularly in KS 1 and resources to target. Impact measured and progress speeding up.</p>
<p><b>Total budgeted cost</b></p>					<p>£17 250</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A.Improve language skills in F2	Small group provision of Nuffield Early Language intervention	Targeted support for catch up by specific pupils	Organisation of timetable/provision/delivery	F2 lead	June 2017
C. Improve progress for low attaining pupils and SEN pupils	Orrets Meadow SLA in maths and Literacy	Sustained accelerated progress year on year from the Orrets outreach team	Orret's meet with Senco and Parents termly to get agreed partnership and to increase involvement. TAs also trained in school by Orrets so impact on greater numbers	Senco/TAs	Termly with parents/Senco and Orret's Meadow lead
<b>Total budgeted cost</b>					<b>£10 300</b>

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?
E. Increased attendance rates	Part time office worker to monitor pupils and follow up quickly on absences. First day response procedures.	Attendance Matters documents – absence increases the chance of pupils falling behind in their learning and progress made.	Brief office worker on individual issues – files kept. Incentives and rewards/any help needed offered to families.	Office worker/PP lead	January 2017
<b>Total budgeted cost</b>					<b>£2 600</b>

6. Review of expenditure				
<b>Previous Academic Year</b>		<b>£27 400</b>		
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

<p>Improve attainment</p>	<p>Money put into whole school materials for GaPS, Literacy and maths to the new curriculum and training in grammar assertive mentoring</p>	<p>Assessment without levels results at the end of EYFS, KS1 and KS2 all above LA and national averages in RWM and Science – GaPS remains below national average for boys, including PP pupils – girls hit LA and National averages. 11% SEN with Dyslexia where 4/5 were boys – 9%, but this still left 14% of boys with no SEN below National – 7% of which were PP – attendance issues for this group – PP and boys (hence see actions for 2016 17</p>	<p>We will continue with the same approach as we believe that the money spent on resources and training will start to show an impact this academic year as the staff have had 2 years and this will be the third, revealing impact. Staff will monitor more closely the differences between boys and girls in every year group, in order to keep the gaps to a minimum. We don't need to buy additional materials, as these are in place now and training does not need repeating – new staff will be co-coached.</p>	<p>£1500 materials, training TA spelling programmes for 19 PP pupils £400 TA support £920 group work/£2142 individual. TA specific SEN including PP £16 000</p>
<p>Sustain high maths results in school in all year groups</p>	<p>Problem solving materials and teaching/training</p>	<p>All maths results throughout the school in the 80s every year group, including Y2 and Y6 showing sustainability including PP pupils</p>		<p>Maths material £50 Maths teaching after school by TE £2142</p>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve Y6 GaPS	Assertive Mentoring programme bought	GaPS remains below national average for boys, including PP pupils – girls hit LA and National averages. 11% SEN with Dyslexia where 4/5 were boys – 9%, but this still left 14% of boys with no SEN below National – 7% of which were PP – attendance issues for this group – PP and boys (hence see actions for 2016 17)	More targeted support for boys and clearer analysis in all year groups termly (this happens in Y2/Y6 currently). We will continue next year with all GaPS strategies.	£1500
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Maintain valuable extra-curricular experiences for PP Pupils	Educational visits and residential trips tailored to the needs of the pupils	Very positive impact for the pupils – enhancing their life experiences and other skills and helping them to gain confidence and a better self-image.	We will continue with this approach, adding targeted mindfulness sessions where appropriate.	£1400
To enhance sports skills and increase confidence in PP Pupils	Sports apprentice worked with the pupils in small groups	Very positive impact and an increase in skills and confidence with all pupils achieving expected levels or above in PE/Games.	We will continue with this approach.	£1700

## 7. Additional detail

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

The progress of all our children, including our PP children is monitored regularly by the Headteacher, subject leads, PP lead, SENCo and class teachers. Formal monitoring happens once a term and in some areas half termly and necessary actions are agreed to prevent any child falling behind and to ensure high achievers remain challenged. Intervention programmes and whole school strategies are evaluated closely by all stakeholders and the impact measured. This information is used to decide future actions. As a school we desire to see the gaps closing between our PP pupils and our no PP. Our actions are not taken lightly, but are formulated from many meetings, discussions, analysis of data and on-going teacher day-to-day feedback. Indeed Ofsted in April 2016 stated that: ‘No stone is left unturned to ensure that all pupils reach their full potential, both academically and socially.....you ensure that the pupil premium money is spent wisely to provide academic support. The school’s tracking system shows that these children make good progress, perform as well as their peers and they take an active part in all that the school has to offer.’