

**Pupil premium strategy statement Barnston Primary School 2017/18**

1. Summary information					
<b>School</b>	Barnston Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£29 300	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	299	<b>Number of pupils eligible for PP</b>	19	<b>Date for next PP Strategy Review</b>	Summer 18

2. Current attainment		
	<i>Pupils eligible for PP (whole school 19 pupils)</i>	<i>Pupils not eligible for PP- KS 2(national average 61% RWM and 9% exceed)</i>
<b>% achieving expected or above in reading, writing &amp; maths</b>	<b>63% 12/19 (100% Y5 and Y6)</b>	68% 16% exceed.
<b>% making at least expected level of progress in reading</b>	<b>63% 12/19 (100% Y5 and Y6)</b>	68% 23% exceed,
<b>% making at least expected level of progress in writing</b>	<b>63% (100% 50% exceeding Y5 and Y6)</b>	94% 32% exceed.
<b>% making at least expected level of progress in maths</b>	<b>63% (100% 50% exceeding Y5 and Y6)</b>	90% 35% 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>	Reading, particularly boys comprehension skills show slower progress and this is true amongst pupil premium boys.	
<b>B.</b>	A significant % of PP pupils continue to have 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 for PP in lunch time and after school clubs

<b>4. Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<p>The Power of Reading Project undertaken with PP boys particularly throughout the age groups.</p> <p>Comprehension weekly activities taught by an extra teacher to Y5/6 pupil premium.</p> <p>Comprehension reading resources bought that boy friendly topics to target PP pupils and boys in particular.</p>	<p>Weekly progress monitored and PP pupils make rapid and sustained progress, reaching the expected level by end of KS</p>	
<p>Mindfulness activities introduced to target PP pupils throughout each of their academic years.</p> <p>Seasons of Growth activities for groups of targeted PP pupils.</p> <p>Outside agency SLA bought into My Esteem to develop pupils' perceptions and to build resilience.</p>	<p>Self-esteem/self-belief increased and progress speeds up as a consequence and an even higher % reach expected levels</p>	
<p>Continue with SEN outside agencies x 2 to work 1-1 3 x weekly with the PP pupils/mainly boys and some consistent 1-1 in exceptional circumstances. Dyslexia and Dyscalculia work.</p>	<p>Rapid progress within the SEN agencies remit</p>	
<p>Reading workshops in school time and after school to target PP parents' understanding of the importance of reading throughout the age ranges and the input needed at home.</p> <p>PP pupils encouraged to engage in a wide range of lunch time and after school clubs in order to improve confidence and Self-esteem.</p>	<p>100% take up of PP pupils' parents in workshops throughout the age ranges.</p> <p>100% take up of clubs and out of school activities that will increase confidence by PP pupils.</p>	

## 5. Planned expenditure

Academic year 2017/18      £29 300

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 reading comprehension skills	New resources introduced throughout the year groups – extra teacher 1/week	Proven record in rapid improvement in slow moving pupils with their comprehension skills	Senco and HT all liaise with the English and PP leads	Senco	December 2017
B. Additional Staff	Y5/6/extra adults from High School Partnership to deliver the Power of Reading.	Investment in SLA with self esteem experts	Part of SLT meetings, performance management and pupil progress meetings for all staff	HT/SLT	Termly analysis of take up by PP pupils and end of year analysis July 2017.

<p>C. Improved self-esteem for pupils</p>	<p>Mindfulness specialists/Yoga teachers</p>	<p>Continued over from previous year - 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 - Accelerate/accelawrite and clicker sentences purchased and staff trained</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>£20 060</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>£9 240</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 parent workshops and lunchtime and after school reading clubs for PP	1 o'clock clubs run by teachers and parent workshops in autumn and spring terms for F2/KS1 and KS2 – with children and parents only	PP pupils not always completing reading homework tasks and engaging in reading outside of lessons.	Whole staff briefings/vision	PP lead and all phase managers	January 2018
<b>Total budgeted cost</b>					<b>£500</b>

6. Review of expenditure				
<b>Previous Academic Year</b>		<b>£30 150</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>Oral Language Skills</p>	<p>Target in EYFS for all PP pupils to have exited the need for Oral Language Skills before entering Y1 – 43/45 pupils met Communication and Language Skills and the 2 who did not were not PP. 36/45 hit GLD. 39/45 hit EYFS Literacy expectations and of the 6 who didn't – pupils were not PP. 45/45 pupils hit personal, social and emotional development in EYFS.</p>	<p>Early intervention in F2 with oral language skills for PP definitely has an impact on their future literacy skills, we have also targeting personal, social and emotional development – liaising closely with F1, as we have seen a relationship between this and hitting GLD and also comparisons between end of KS i.e. those not hitting PSED may not reach expected at end of KS1.</p>	<p>£4500 Speech and Language Specialist</p> <p>Specific SEN CLL programmes for Y1 onwards with PP targeted. £800</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>
Sustain high Maths /English results in school in all year groups for SEN PP	SEN teachers 3 x per week in the afternoons	All SEN PP making rapid progress – at the end of KS2 2017 all PP pupils made better than expected progress or expected progress in maths and writing and 50% made better than expected progress in reading, whilst 50% were below expected progress (see school priority boys reading in SIP/SEF). At the end of KS1 2017 67% made expected progress in writing and maths and 100% in reading, showing that early intervention strategies are having impact.	Early intervention for PP pupils, in particular boys is key and measuring impact half termly – keeping monitoring the gap between boys and girls for PP is also essential.	SEN Teachers x 2 = £12 000
<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.	£2 800
To enhance sports skills and increase confidence in PP Pupils	Mindfulness activities in the afternoons by Mindfulness specialists – outside agencies	Very positive impact and an increase in skills and confidence with all pupils.	We will continue with this approach.	£10 000

## 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.’