

# Pupil Premium Strategy Statement: Barton Primary School

Academic Year 2017/18

Total Number of Pupils: 244 + 29 pupils in Nursery

Total number of pupils eligible for PP 98 (40%) + 4 LAC Total PP Budget £136, 960

Date of most recent PP Review (internal) – Sept 2017 Date of next internal review June 2018

## Funding

Since April 2012, schools have received funding to raise the educational attainment and improve outcomes of disadvantaged and service pupils known as pupil premium.

The pupil premium is an allocation provided to schools to support children who may be vulnerable to underachievement. The amount allocated to schools is to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'), children of service personnel and children who are Looked After.

**The Pupil Premium Grant per pupil for 2017 to 2018 is as follows.**

<b>Pupils in year groups reception to Year 6 are recorded as Ever 6 FSM</b>	<b>£1320</b>
<b>Looked after children</b>	<b>£1900</b>
<b>Children no longer looked after due to adoption or special guardianship orders</b>	<b>£1900</b>

## **Barriers to Learning (future attainment)**

### **English Attainment**

Many begin school with a marked speech delay due to limited reading experiences thus speech and language development is reduced

Limited vocabulary due to the lack experiences beyond their local community

Low reading ages due to limited reading opportunities

Poor fine motor skills affect presentation

Low spelling ages due to limited early reading experiences

### **Maths Attainment**

#### **Key Stage 1**

Misunderstanding of basic number and calculation skills such as counting objects, conservation of number, reading and writing numbers, counting forwards and backwards, basic addition and subtraction and place value

#### **Key Stage 2**

Additional issues may include:

Mathematical knowledge and skills carried forward from Key Stage 1

Mathematical processes including difficulty working mentally, for example manipulating and calculating numbers, visualising shapes

A limited knowledge of age appropriate mathematical language

Lack of self-confidence in mathematics

### **External Barriers**

This may include issues such as:

Emotional wellbeing including self-esteem issues and interaction with peers and teachers

Absenteeism – poor attendance will result in pupils missing essential learning time and risk falling behind their peers

Special educational needs

### **Desired Outcomes (to help raise standards for all pupils including disadvantaged pupils).**

All staff to have high expectations of what learners should achieve

A systematic approach to teaching phonic knowledge and skills

Careful assessment and analysis of data to determine the next steps and most appropriate curriculum

Carefully planned provision, which includes additional support or intervention, to meet individual needs

Rigorous monitoring of impact

Creative use of time, staff and resources

High-quality pastoral care, often supported by effective partnerships with parents and carers and with agencies beyond the school

Specific interventions were put in place with the aim of removing the identified barriers to learning including: 1-1 support; emotional literacy support assistant (ELSA) sessions for emotionally vulnerable children; support for children to attend after school clubs and close family liaison to support attendance issues

## **Pupil Premium 2017 -2018 – Barton Primary School Interventions**

All Interventions are reviewed half termly. A named governor is part of the review process and meets with key staff on a termly basis. The Interventions are based on the recommendations given from research into proven and effective methods to raise achievement and narrow the gap for identified pupils.

According to the Education Endowment Foundation, interventions that have moderate impact include:

Behaviour interventions, collaborative learning, digital technology, early years intervention, individualised learning, oral communication, peer instruction, phonics, reading comprehension exercises, small group tuition, social and emotional learning and of course parental involvement.

Greatest impact however is seen in feedback and meta-cognition and self-regulation.

Teaching Assistants will support named pupils/groups within the class. Often this will include differentiated activities, provided by the teacher, in order to cater for the needs of the individual child. This may also include 1:1 provision to allow access to whole class activities or discrete small group independent activities. Emotional and social needs are also met during these activities.

However supplementary support are provided by teachers, HLTAs, SENCO, Speech and Language assistant, Family Liaison Officer as well as external agencies.

## Range of Strategies Used

What is Pupil Premium used for?	Amount allocated?	New or continued?	Summary of intervention or action including details of year groups and pupils and timescale	Intended Outcomes – How will this improve achievement for pupils eligible for PP?	How will this be monitored and by whom?	How will this be measured?	Impact of intervention?
Full Time non-teaching Behaviour and Wellbeing mentor	£11700	New since Sept 2017	To lead and monitor programmes within school, and liaise with outside agencies.	<p>Targeted pupils to make expected progress</p> <p>Improve pupil's well-being Help pupils to develop strategies for dealing with issues. To increase time spent in class. Minimise behaviour incidents out of class</p>	Progress for pupil premium children should be in line with all other pupils. CW/ NB, GE, SP,CA	SP to monitor progress, record outcomes and adapt interventions as appropriate and report to SLT and governors.	CB/ GE has maintained detailed records of the pupil's progress and engaged implementation intervention strategies and advice to support individuals. EHCP plans have been introduced for additional pupils.

				Minimise the effect on other children.			
SENCO/TA staff employed to help raise standards for PP children (incl. Voyagers)	£60622	Continued	Support of teachers and TA's to help target pupils for rapid progress, assessing and monitoring pupil progress.	All target pupils to meet intended progress targets.	Lesson observations, pupil progress meetings. SLT. CW/ NB to report to SLT, LLP and governors.	GBo (Gov) to visit class with CW/ NB to observe lesson and monitor progress.	<p>HLTA has offered before and after school additional support for selected year 6 pupils in maths. All pupils attained AR outcomes in their SAT's. Daily handwriting group has improved presentation significantly.</p> <p>TA support with Voyager group. All children made good progress and self- esteem has significantly improved. Pupil survey highlighted</p>

							how all the children felt they were progressing well in a good learning environment.
Breakfast Club – average 20/30 PP per day	£3400	Continued	To ensure PP pupils attend on time and get a healthy breakfast to support their learning.	To improve PP pupils attendance, punctuality and readiness to learn.	SE, CA and CW to report on weekly attendance and discuss in half termly meeting. Liaise with EWO as appropriate	Sims reports and meetings with EWO to indicate higher attendance. Liaise with class teachers and adult staff to discuss pupil's learning attitude.	Attendance improvements have been significant. School attendance for PP children has improved for three consecutive terms. Attitude to learning improved significantly with minimal disruption in class.
Family Support Advisor 5 days a week	£26,530	Continued	FLO to support pupils and their families with concerns that affect their learning.	a/a	CA to liaise with teachers to discuss progress of PP pupils as appropriate and share	Pupils with emotional and social needs will benefit from better response to attitude	Significant pupils in a work- ready attitude.

					relevant information to assist learning.		
Swimming Pool charges	£1200	Continued	Enable Year 3 pupils to benefit from swimming lessons at zero cost to pupils.	Pupils will develop a valuable key life skill.	AF and pool staff to monitor and record progress of all pupils.	Pupils to make progress in their swimming. Class teacher to liaise with pool staff to monitor progress.	All pupils have made significant progress based on their starting points. A significant number of children are able to swim unaided for short distances. More able swimmers can complete lengths using different strokes.
Swimming Pool staffing Costs	£450	Continued	Enable Year 3 pupils to benefit from swimming lessons at zero cost to pupils.	Pupils will develop a valuable key life skill.	AF and pool staff to monitor and record progress of all pupils.	Pupils to make progress in their swimming.	Children of all abilities had access to the swimming curriculum regardless of previous experience.
Forest School Costs	£6000	New	Build emotional resilience and	Pupils develop life skill and closer bond with peers.	PS to monitor progress through a	PS to report back to SLT and	Team work has improved including

			independence in the wider world,	In addition pupils to experience	series of challenging tasks and feedback to class teachers	governors annually.	developing collaboration skills, conversation, social, emotional and personal developments. Staff recognised improvements in creativity, physical core development, appreciation of nature; building self-confidence and esteem.
School Trips	1500	New	Financial contributions to allow pupils to attend trips and extended stays.	Pupils will develop emotional and social skills to enable them to contribute to discussions about events outside of the school.	SE to monitor pupils involvement and attendance at external events	SE to maintain register to identify pupils attendance at external events	All children have been able to attend trips and extended stays (social development and enrichment)
Counselling Costs/Ed Psch	£11,670	New	Enable pupils to seek support for SMH issues where required	Pupils will develop emotional and social skills to enable them to	CW, GE,CA, SP Weekly progress meeting	CA, SP to liaise with external staff to monitor progress.	Identified pupils received social and emotional interventions as

				contribute openly in school.			required and were 'ready to learn'.
Additional costs	£1888	New	Resources such as swimming goggles, requirements for Forest school will be provided to support pupils.	Enable all pupils to contribute fully in all activities in and outside of the classroom.	All appropriate staff to purchase necessary equipment.	CW to will monitor which resources have been made available.	All children had access to appropriate resources so that they were able to participate in planned activities.

### Monitoring Progress

Reading/Writing/Maths Attainment	<p>Pupil Progress meetings to involve greater focus on PP children. Follow up meeting with SLT to examine progress.</p> <p>Meeting with SENDCO to arrange specific interventions or support.</p>	<p>Improve outcomes in KS2 reading SAT.</p> <p>All PP pupils to make expected progress based on baseline assessment.</p> <p>Higher ability pupils to attain expected standard and above.</p> <p>A proportion of PP children in all classes to attain or exceed national standards.</p>
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Impact of Pupil Premium Funding all year groups – July 2017

		Reading	Writing	Maths	Comments
Year	Pupils	Achieved ARE %	Achieved ARE %	Achieved ARE %	
<b>Year 1 Pupil Premium</b>	<b>11</b>	<b>18%</b>	<b>27%</b>	<b>36%</b>	<b>Low PP numbers</b>
<b>Year 1 Non Pupil Premium</b>	<b>34</b>	<b>53%</b>	<b>59%</b>	<b>49%</b>	<b>Good Maths indicator</b>
<b>% Difference</b>	<b>-23</b>	<b>-35%</b>	<b>-32%</b>	<b>-13%</b>	<b>Significant differences</b>
<b>Year 2 Pupil Premium</b>	<b>7</b>	<b>43%</b>	<b>43%</b>	<b>43%</b>	<b>Low PP numbers</b>
<b>Year 2 Non Pupil Premium</b>	<b>22</b>	<b>64%</b>	<b>55%</b>	<b>64%</b>	<b>Good maths indicator</b>
<b>% Difference</b>	<b>-15</b>	<b>-19%</b>	<b>-12%</b>	<b>-19%</b>	<b>Insignificant differences</b>
<b>Year 3 Pupil Premium</b>	<b>18</b>	<b>44%</b>	<b>39%</b>	<b>44%</b>	<b>Consistent</b>
<b>Year 3 Non Pupil Premium</b>	<b>12</b>	<b>75%</b>	<b>83%</b>	<b>83%</b>	<b>Excellent results</b>
<b>% Difference</b>	<b>+6</b>	<b>-31%</b>	<b>-44%</b>	<b>-39%</b>	<b>Very significant differences</b>

<b>Year 4 Pupil Premium</b>	<b>20</b>	<b>47%</b>	<b>58%</b>	<b>42%</b>	<b>Much better than average</b>
<b>Year 4 Non Pupil Premium</b>	<b>14</b>	<b>50%</b>	<b>57%</b>	<b>36%</b>	<b>Consistent English</b>
<b>% Difference</b>	<b>+6</b>	<b>-3%</b>	<b>-1%</b>	<b>-6%</b>	<b>Pupil premium matching NPP</b>
<b>Year 5 Pupil Premium</b>	<b>17</b>	<b>29%</b>	<b>29%</b>	<b>35%</b>	<b>Much better than average. Maths good</b>
<b>Year 5 Non Pupil Premium</b>	<b>14</b>	<b>43%</b>	<b>36%</b>	<b>50%</b>	<b>High scores</b>
<b>% Difference</b>	<b>+3</b>	<b>-14%</b>	<b>-7%</b>	<b>-15%</b>	<b>Large differences</b>
<b>Year 6 Pupil Premium</b>	<b>15</b>	<b>40%</b>	<b>53%</b>	<b>60%</b>	<b>Consistent profile</b>
<b>Year 6 Non Pupil Premium</b>	<b>10</b>	<b>80%</b>	<b>70%</b>	<b>100%</b>	<b>Good scores</b>
<b>% Difference</b>	<b>+5</b>	<b>-40%</b>	<b>-17%</b>	<b>-40%</b>	<b>Large differences</b>

### Impact of Pupil Premium Funding all year groups – July 2018

Reception (GLD) Pupil Premium		39%				
Reception (GLD) Pupil Premium		66%				
% Difference		-27%				
		Reading	Writing	Maths		Comments
Year	Pupils	Achieved ARE %	Achieved ARE %	Achieved ARE %	Achieved pass score of 32	
Year 1 Pupil Premium	13	62%	38%	38%	77%	Improvements in attainment for Phonics (above national %). Reading is a strength.
Pupil Premium (not SEN)	9	100%	63%	63%	100%	
Year 1 Non Pupil Premium	18	39%	39%	44%	72%	More positive Maths indicator.
% Difference	-5	+23	-1%	-6%	+5%	Minimal difference.
					RWM	
Year 2 Pupil Premium	11	50%	40%	30%	20%	Improved % ARE since Year 1. Maths to be monitored further.
Pupil Premium (not SEN)	4	100%	100%	50%	50%	
Year 2 Non Pupil Premium	34	54%	54%	60%	65%	Good Maths indicator.
% Difference	-23	-4%	-14%	-19%	-45%	Lower difference in reading.

						Significant differences in Writing and Maths.
Year 3 Pupil Premium	9	11%	11%	11%		Lower PP Numbers.
Pupil Premium (not SEN)	7	14%	14%	29%		
Year 3 Non Pupil Premium	21	43%	52%	62%		Maths is a strength.
% Difference	-12	-32%	-41%	-51%		Significant differences.
Year 4 Pupil Premium	18	44%	44%	44%		Maths a strength.
Pupil Premium (not SEN)	11	64%	73%	55%		Reading a strength.
Year 4 Non Pupil Premium	12	83%	92%	75%		
% Difference	+6	-39%	-48%	-31%		Significant differences. Writing to monitored further.
Year 5 Pupil Premium	18	28%	6%	22%		
Pupil Premium (not SEN)	12	25%	0%	25%		
Year 5 Non Pupil Premium	14	57%	29%	50%		
% Difference	+4	-29%	-23%	-28%		Significant differences.
					RWM	
Year 6 Pupil Premium	18	56%	72%	72%	50%	In line with national scores. Progress made across all subject areas.
Pupil Premium (not SEN)	16	60%	80%	80%	53%	

<b>Year 6 Non Pupil Premium</b>	<b>12</b>	<b>67%</b>	<b>83%</b>	<b>75%</b>	<b>67%</b>	<b>Positive outcomes in all subject areas.</b>
<b>% Difference</b>	<b>+6</b>	<b>-11%</b>	<b>-11%</b>	<b>-3%</b>	<b>-17%</b>	<b>Differences reduced. Strength in Maths. Improved % in reading.</b>