

Pupil Premium Strategy Statement: Barton Primary School

Academic Year 2018/19

Total Number of Pupils: 256 + 39 pupils in Nursery

Total number of pupils eligible for PP 96 (40%) + 7 LAC Total PP Budget £140,520

Date of most recent PP Review (internal) – Sept 2018 Date of next internal review July 2019

Funding

Since April 2012 schools have received funding to raise the educational attainment and improve the outcomes of disadvantaged and service pupils. Through the Pupil Premium Grant, children and their families are provided with opportunities to support them on their journey to reaching their full potential.

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 those who are Looked After Children (LAC) or are post-LAC.

The Pupil Premium Grant per pupil for 2018 to 2019 is as follows.

Pupils in year groups reception to Year 6 are recorded as Ever 6 FSM	£1320
Looked after children	£2300
Children no longer looked after due to adoption or special guardianship orders	£2300
Service Children	£300

Overview of Barriers to Learning (barriers to future attainment)

English Attainment

On entry to school it is noticeable that children start their learning journey with a diverse range of Communication and Language skills, partly due to limited cultural and social experiences. This can then have an impact on their speech and language development and the attainment of GLD at the end of reception.

Lack of experiences out of school, beyond their local community, can affect the exposure of children to vocabulary throughout their education.

Low reading ages, influenced by limited reading opportunities, present a barrier to learning.

Poor fine motor skills can affect presentation.

Low spelling ages can be associated with limited early reading experiences.

Maths Attainment

There is a need to secure basic skills in number and place value (meeting pre-KS attainment standards for some).

Limited understanding of vocabulary in turn presents a barrier in how effectively some children are able to give reasons for answers (ability to 'prove' their workings).

A lack of knowledge of age appropriate mathematical language becomes a challenge when problem solving and applying. 'Stem Sentences' need to be developed; promoting sentence development and the correct use of vocabulary.

Mathematical fluency carried forward from Key Stage 1 (needs to be secured in lower KS2).

Lack of self-confidence in mathematics can affect the level of engagement in this subject.

External Barriers

This may include:

- Emotional wellbeing including self-esteem issues and interaction with peers and teachers
- Absenteeism – poor attendance and those that are persistently late can result in pupils missing essential learning time and risk falling behind their peers
- SEND

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 design (as part of work carried out with the SENDCO).

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 (working with FLO and within our Achievement for All project).

Specific interventions are 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.

As a school we are currently developing strategies to promote positive parental engagement; building more effective relationships between staff, pupils and parents.

Achievements

In 2017-18 the attendance of Pupil Premium children increased from 94% to 95.6% - a positive impact of the work carried out with the FLO (developing access to Breakfast Club and after school provision).

As the level of parental engagement has grown we have begun to see a rise in the numbers attending sessions aimed at supporting learning (over 50% of parents attended KS1 open session in Summer 2018) – to be further developed as a whole school in the Autumn Term 2018.

Children accessing SEMH support are more 'ready to learn' and are making progress in the classroom with the effective deployment of support staff.

Enrichment opportunities have resulted in raised levels of self-esteem and confidence; observed when exploring new challenges and experiences.

By the end of KS2 (July 2018) the percentage of disadvantaged pupils achieving ARE has improved (compared to July 2017). In this cohort, the percentage of non-SEND pupil premium children achieving ARE in Maths was higher than non-pupil premium children.

Pupil Premium 2018 -2019 – 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 identified from research into proven and effective strategies to raise attainment and 'narrow the gap' for identified pupils (including the findings from the TED document produced by Hampshire Inspection and Advisory Service (HIAS); the NFER outcomes and 'seven building blocks', and strategies factors identified by Education Endowment Foundation).

Interventions that have a significant impact include:

- Early years intervention
- Language and vocabulary development
- Interventions/ strategies targeting external barriers (causes of educational disadvantage)
- Effective use of teaching and learning assistants and class resources (evident through 'quality first' teaching)
- High expectations for all seen through teacher/ staff practice (whole school culture and shared understanding of how to improve outcomes for disadvantaged pupils)
- Opportunities to develop meta-cognition and self-regulation through a wide and varied curriculum.

Supplementary support is provided by teachers, HLTAs, SENDCO, Speech and Language assistants, the Family Liaison Officer as well as external agencies; working together alongside the Strategy Group.

Range of Strategies Used

Pupil Premium Used For	Amount allocated	New or Continued	Summary of Intervention or action - details of year groups and pupils and timescale	Intended Outcomes – How will this improve the achievements of 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	£11,700	Continued	<p>To lead and monitor programmes within school for identified pupils alongside SENDCo, and liaise with outside agencies.</p> <p>On going</p> <p>Next steps: Further develop role of Strategy Group (Inclusion Team) – addressing behaviour/ SEMH needs</p>	<p>Targeted pupils to make expected progress.</p> <p>To improve pupil's well-being. Help pupils to develop strategies for dealing with issues (working within Anxiety Plans).</p> <p>To increase time spent in class.</p> <p>Targeted pupils will be 'ready to learn'.</p>	<p>Progress for pupil premium children should be in line with all other pupils. NB, GE, SP, CA</p>	<p>SP to monitor progress, record outcomes and adapt interventions as appropriate (reporting to SLT and governors)</p>	<p><i>Fewer children needing to access behaviour support in the Rainbow Room in Autumn 2018 compared to Summer 2018. 'Ready to learn' in class. This has enabled staff to target support and work with teachers to implement Reducing Anxiety Plans (Spring 2019).</i></p>

			and evaluating impact (Meeting Spring 2019)				
PP Lead	£2000 (HLTA cover)	Continued	To monitor and evaluate the impact of interventions in place across the school alongside SENDCo/ part of the Inclusion Team. <i>Next steps: Further development of positive relationships with parents/ pupils – explore opportunities for further engagement of parents (open sessions/ Structured Conversations Spring 2019) Staff CPD to begin to implement effective Pupil Conferencing</i>	Progress of Pupil Premium children will be monitored and data will be analysed with staff as part of the Pupil Progress cycle. Interventions will meet needs of pupils identified. All pupil premium pupils will achieve their targets and make expected or accelerated progress.	NB will review half termly. Outcomes will be shared with Governor/ SLT <i>(reviewed with Inclusion lead)</i>	Interventions effectively meet needs of pupils. Staff aware of Pupil Premium children in their class and how progress is monitored closely. Shared understanding of the context of school and ‘next steps’ needed.	<i>Staff development meeting to explore priorities, challenge expectations and share actions planned (Nov.2018). Learning Walk Autumn Term to explore environment for learning (develop own knowledge and understanding of individual pupils and their provision – relationships in class) Inclusion Project (Summer/ Autumn 2018) – action research to support key groups (Maths</i>

							<i>with KS2 girls) and begin to challenge effectiveness of provision. Pupil Conferencing with target group to follow up/ reflect on impact.</i>
Additional support staff employed to help raise standards for PP children	£60622	Continued	To support teachers with learning opportunities and to help target pupils for accelerated progress (with a focus on PP/SEND); assessing and monitoring pupil progress (enabling attainment, pastoral and enrichment interventions/ provision to take place).	All target pupils to meet intended progress targets.	Lesson observations, pupil progress meetings. SLT NB, GE NB to report to SLT, LLP and governors.	GBo (Gov) to visit class with NB to observe lesson and monitor progress. <i>(part of Inclusion monitoring – ongoing evaluation of interventions)</i>	<i>Staff development meeting to explore what high quality teaching looks like/ deploying support staff effectively (Nov.2018).</i> <i>Autumn 2018 whole staff training on Colourful Semantics – development of vocabulary and oracy/ early reading and writing skills/ SEND</i>

Breakfast/ ASC Club	£3400	Continued	To ensure PP pupils attend school on time and get a healthy breakfast to support their learning.	To improve PP pupils attendance, punctuality and readiness to learn.	SE, CA to review 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.	<i>Improved attendance figures (95.6% disadvantaged Autumn 1 2018/ 93.63% due to illness).</i>
Family Liaison Officer 5 days a week	£27,600	Continued	FLO to support pupils and their families with concerns/ barriers that might affect their learning.	As above	CA to liaise with teachers to discuss progress of pupils as appropriate and share relevant information to assist learning.	Pupils with emotional and social needs will benefit from an improved attitude to learning and being mentally 'ready to learn'.	<i>Staff informed regularly of relevant information regarding disadvantaged pupils/ vulnerable groups and their families (effective relationships between staff/ pupils/ parents).</i>
Swimming Pool charges	£1200	Continued	To enable pupils to benefit from swimming lessons at zero cost to pupils.	Pupils will develop a valuable key skill – life experience for all to access	School 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.	Ongoing
Swimming Pool staffing Costs	£450	Continued	Enable Year 3 pupils to benefit from swimming	As above	As above	Pupils to make progress in their swimming with access to the	

			lessons at zero cost to pupils.			necessary resources.	
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.	NB to will monitor which resources have been made available <i>(under review with PE lead and Forest School coordinator)</i>	Ongoing
Forest School/ Beach School Costs	£8000	Continued	Build emotional resilience and independence and an appreciation of the wider world.	Pupils develop life skills and develop relationships with peers. Further cultural experiences/ enrichment.	PS, KW to monitor progress through a series of challenging tasks and feedback to class teachers. Next steps: Consider English and Maths learning opportunities/ 'hooks' for applying and developing basic skills (metacognition)	PS/ KW to report back to SLT and governors annually.	<i>Disadvantaged pupils have a broader cultural experience and appreciation of the wider world – enrich their vocabulary and ability to make reference through cross curricular work.</i>
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. Enrich their cultural experiences;	SE to monitor pupils involvement and attendance at external events. Class teachers will recognise how pupils are applying outcomes to their work.	SE to maintain register to identify pupils attendance at external events.	<i>Staff reviewed planning/ curriculum design – considered cultural experiences provided for pupils (Autumn 2018).</i>

				exposing pupils to a range of vocabulary that can then be applied to class work.			<i>Next Steps: Further development of progression through the curriculum (staff meeting March 2019 to map out and ensure breadth of experiences).</i>
Counselling Costs/Ed Psch	£11,670	Continued	Enable pupils to seek support for SEMH issues where required.	Pupils will develop emotional and social skills to enable them to contribute openly in school.	GE,CA,SP progress meetings.	CA, SP to liaise with external staff to monitor progress.	<i>Disadvantaged pupils access support for SEMH needs – pupils recognise emotions and the steps needed to help manage them (ready to learn). Effective relationships established with staff, pupils and parents. Ongoing</i>
IT provision (Purple Mash)	£100	New	Bought annually for Whole School to ensure access to program that will support the	The children will have equal access to IT provision; building confidence and broadening	AS, KW, class teachers SLT	Teachers to assess against ARE/ outcomes from sessions delivered	<i>All disadvantaged children experience and have access to</i>

			development of skills expected.	their experience in this curriculum area.			<i>programs that enhance their knowledge, skills and understanding of IT and computing. Improving confidence when using programs/ accessing the internet.</i>
AFA (Achievement for All – Infant Language Link)	£1450	New	Half termly meetings to engage parents in the intervention sessions. Weekly sessions in class with identified pupils (targeting key areas for development).	The levels of appropriate Speech and Language development in KS1 will increase (with a focus on boys). Parents will feel informed and part of their child's learning journey.	SM, GE, NB, HR, SW Class Teachers to feedback outcomes from sessions – develop next steps.	Assessment tool -Outcomes reviewed/ compared	<i>Positive response from parents. Accurate use of Speech and Language skills in class/ more accurately applied (Autumn 2018). Interim assessments show progress of some disadvantaged children/ secured session objectives and can move on to new targets.</i> <i>Next Steps: To revisit objectives with those not</i>

							<i>yet secure. Plan and deliver sessions in order to further develop skills. Review meetings with parents to be carried out (March 2019)</i>
Pet Therapy	Within additional support staff costings (£14 per hour)	New	On going Small group support with adult and dog – target reluctant readers (encourage the enjoyment of reading).	The children will make progress with their reading and have a positive attitude to their learning.	GE, SP to feed back to NB on impact.	Progress will be monitored by GE/ data will be analysed by NB and class teachers.	<i>Positive response of pupils to this strategy (Autumn 2018) – keen to read and they are enjoying the experience. Spring 1 data demonstrates progress made for all disadvantaged involved.</i> <i>Next Steps: Pupil Conferencing to target domains and focus areas in reading (CPD March 2019)</i>

Monitoring Progress

Reading/Writing/Maths Attainment	<p>Pupil progress meetings to involve greater focus on disadvantaged and SEND children. Follow up meeting with SLT to examine progress.</p> <p>Regular meetings with SENDCO to review interventions or support.</p> <p>Work closely with subject leaders to ensure Key Priorities are a common thread in action plans.</p>	<p>Improve outcomes in KS2 combined score SAT (50% of PP 2018 to 62% - in line with FFT 50).</p> <p>Improve spelling, reading and Maths outcomes in order to narrow the gaps between identified pupil groups (<i>ensure that all disadvantage pupils achieve full potential</i>).</p> <p>Embed fluency and reasoning across the school so that more pupils are working at ARE.</p> <p>All PP pupils to make expected or accelerated progress based on baseline assessment.</p> <p>Higher attaining pupils to achieve expected standard or above (Greater Depth).</p>
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Impact of Pupil Premium Funding all year groups – July 2018

Year	Pupils	Reading Achieved ARE %	Writing Achieved ARE %	Maths Achieved ARE %	Achieved pass score of 32	Comments
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%	
Year 6 Non Pupil Premium	12	67%	83%	75%	67%	Positive outcomes in all subject areas.
% Difference	+6	-11%	-11%	-3%	-17%	Differences reduced. Strength in Maths. Improved % in reading.