

The Barton Primary School Pupil Premium Strategy Statement

School Mission Statement

At Barton Primary our aim is to enable children to reach their full potential; ensuring that our pupils are 'secondary ready' through high quality provision. We support the development of the whole child; socially, emotionally as well as academically. We work together to identify potential barriers to learning and implement actions to support the development of our vulnerable, disadvantaged groups.

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2019/20:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6 (Ever 6 FSM)
- £2,300 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

Rationale for Pupil Premium Spending

Key objectives and principles:

To raise attainment in reading, writing and maths combined from 50% to 55%.
 To reduce the gap in attainment outcomes between disadvantaged pupils and non.
 To raise attainment in all year groups to be in line with national averages.

Pupil Premium Strategy Group

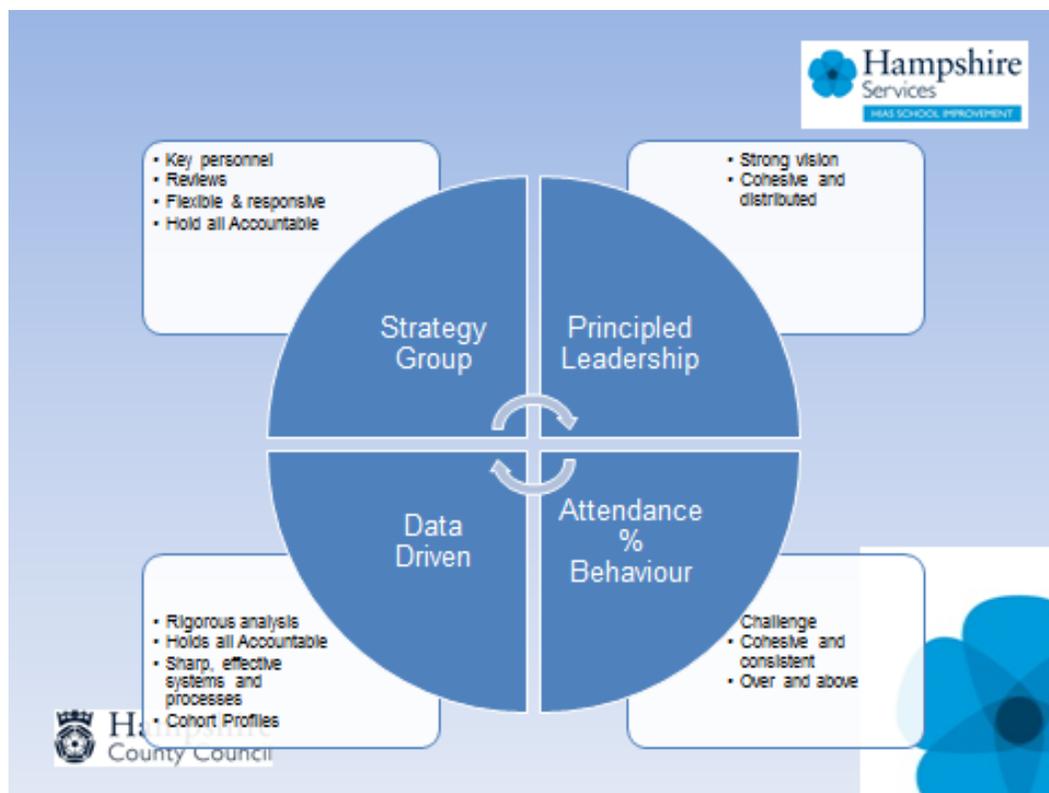
Team member	Role
Mark Snow	Head Teacher
Nikki Burke	Pupil Premium Lead
Gail Eagar	SENDCo
Charmain Armiger	Family Liaison Officer
Karl Whiting	Bursar
Lisa Williams	Attendance Officer
PP Governor	Verity Bird

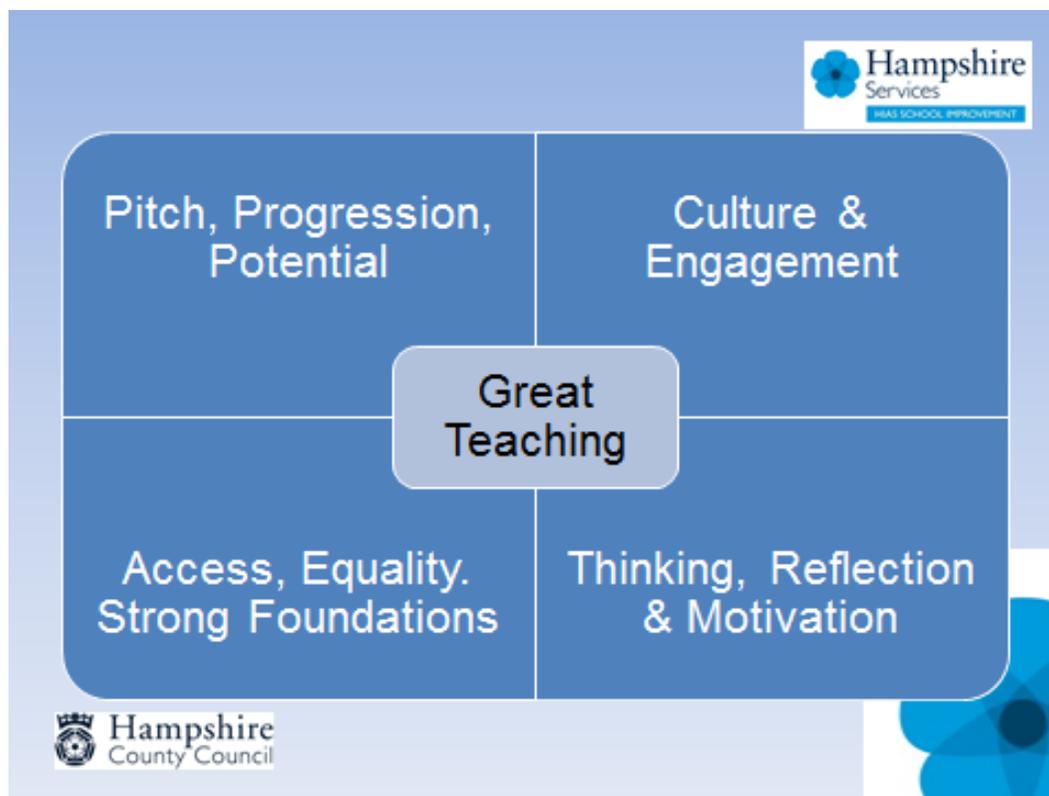
Current Profile						
Year	2019-20	Number of Pupils eligible for PP	100 (39%) 102 Sp Term 1	Breakdown of PP Pupils		
NoR	258	Total PP budget	£140, 520	FSM/Ever 6	Service	LAC
Date of Statement	Autumn 2019	Review Date(s)	February 2020	80 83	2	7

Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2					
Year Group	Number and % of disadvantaged pupils eligible for PP	Number and % of pupils on SEN register	Lower Attaining Pupils from EYFS or KS1	Middle Attaining Pupils from EYFS or KS1	Higher Attaining Pupils from EYFS or KS1
Year 1	40% (18 child)	0.5%(1)	5	6	7
Year 2	38% (17 children)	24% (4)	6	7	4
Year 3	41% (12 children)	25% (3)	1	5	6
Year 4	33% (15 children)	40% (6)	5	4	6
Year 5	37% (11 children)	36% (4)	2	6	3
Year 6	60% (18 children)	39% (7)	8	2	7

School Pupil Premium Strategy







Current Attainment KS2 (2019)				
Percentage reaching expected standard	School PP Outcomes	School Non-PP Outcomes	Gap	National Outcomes
Reading, Writing & Mathematics combined	43% (3)	53% (12)	-10% (-9)	65%
Reading	57% (4)	64% (13)	-5% (-9)	73%
Writing	43% (3)	65% (15)	-22% (-12)	78%
Mathematics	57% (4)	65% (15)	-8% (-11)	79%

Current Progress (2019-20)				
On track for ARE	School PP Outcomes	School Non-PP Outcomes	Gap	National Outcomes
Reading	55% (10)	83% (10)	-28% (0)	75%
Writing	44% (8)	83% (10)	-39% (2)	78%
Mathematics	44% (8)	83% (10)	-39% (2)	76%

Current Attainment KS1 (2019)				
Percentage reaching expected standard	School PP Outcomes	School Non-PP Outcomes	Gap	National Outcomes
Reading, Writing & Mathematics combined	38% (5)	33% (6)	+5% (+1)	65%
Reading	46% (6)	44% (8)	+2% (+2)	77%
Writing	38% (5)	55% (10)	-17% (-5)	69%
Mathematics	38% (5)	55% (10)	-17% (-5)	76%

Attendance July 2019		Permanent Exclusions	
School 94%	Disadvantaged 93%	School 2	Disadvantaged 1

Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)

1 Basic number skills and fluency (further developing understanding and application of mathematical language).
2 Reading and writing outcomes; developing pupils application of vocabulary and spelling.
3 A shared understanding of high expectations in attainment from staff and parents of all pupils (including disadvantaged).

Summary allocation of funding	Expenditure
Rationale for spending The pupil premium funding will be spent to overcome the barriers identified by the Strategy Group; working towards key objectives in attainment alongside provision for social, emotional and enrichment needs.	
Teaching and Learning <ul style="list-style-type: none"> • Staff training & support (AFA Project) • Behaviour and Wellbeing support • Support Staff • Resources (including IT – English and Maths provision) • PP Lead (HLTA cover) 	<ul style="list-style-type: none"> • £1450 • £15,500 • £60,622 • £1988 • £2000
Emotional, social and behavioural support <ul style="list-style-type: none"> • Counselling costs/ Ed Psyc. • FLO & ELSA • BFC & ASC 	<ul style="list-style-type: none"> • £11,670 • £31,600 • £3400
Enrichment <ul style="list-style-type: none"> • Music tuition • School Learning Experiences 	<ul style="list-style-type: none"> • £75 • £2500

<ul style="list-style-type: none"> • Forest School/ Beach School • Swimming (charges/ staffing costs) 	<ul style="list-style-type: none"> • £8000 • £1650
Total Expenditure (Pupil Premium allocation £140,520)	£140,455

School Improvement Plan priorities for disadvantaged pupils					
Area of Focus	Intent	Implementation	Resources/ Timings	Monitoring	Evaluation / Impact
Establish a safe and supportive environment for vulnerable pupils through a designated 'nurture' room (Rainbow Room). Behaviour and Attitudes	Targeted pupils to make expected progress. To improve pupil's well-being. Help pupils to develop strategies for dealing with issues (working within Reducing Anxiety Plans). To increase time spent in class. Targeted pupils will be 'ready to learn'.	Behaviour managers to monitor access, progress, record outcomes and adapt interventions as appropriate (reporting to ELT and SENDCo). Research calming music, lighting and resources (Medina House outreach). Strategy Group (Inclusion Team) review and develop plans to address SEMH needs.	Tracking documents Reducing Anxiety Plans On going	SLT/ SENDCo Strategy Group	<i>The Cabin has been relocated and strategies/ approaches and monitoring are being reviewed so that practice can be further developed (Jan 2020).</i> <i>Monitoring records show that more time is being spent in class/ with peers. Fewer SEMH incidents recorded.</i>
Narrow the gaps for identified pupil groups focusing on Reading, Phonics/Spelling and Maths vocabulary.	To monitor and evaluate progress and the impact of intervention in place across the school (alongside SENDCo/ part of the Inclusion Team).	Progress of Pupil Premium children will be monitored and data will be analysed with staff as part of the Pupil Progress cycle.	Cost of cover in class for PP Lead Data available for analysis (to	NB will review data termly alongside SENDCO	<i>Staff development meeting to explore priorities, challenge expectations and share actions planned.</i>

<p>Quality of Education</p> <p>Leadership and Management</p>	<p>All pupil premium pupils will achieve their targets and make expected or accelerated progress.</p>	<p>Interventions will be reviewed and adapted to meet the needs of pupils identified (see Pupil Progress documents).</p>	<p>be inputted by class teachers)</p>	<p>Outcomes will be shared with Governor/SLT</p>	<p><i>Pupil Conferencing and Parental Engagement development session planned for January 2020 (open sessions/ Structured Conversations) – continue to be key focus</i></p>
<p>Additional support staff employed to help raise standards for PP children – focus on consistency of provision.</p> <p>Quality of Education</p>	<p>To support teachers with learning opportunities and to help target pupil progress (with a focus on PP/SEND); assessing and monitoring (enabling attainment, pastoral and enrichment interventions/ provision to take place).</p> <p>All Pupil Premium children will meet or exceed targets set.</p>	<p>Feedback from lesson observations, learning walks and pupil progress meetings – used to inform planning.</p> <p>Training for LSAs – Colourful Semantics</p>	<p>Additional support staff in place to target pupils – consistent use of PKS documents</p>	<p>SLT, NB, GE</p> <p>NB to report to SLT, LLP and governors.</p> <p>VB (Gov) to review progress with NB.</p> <p>(part of Inclusion monitoring – ongoing evaluation of interventions)</p>	<p><i>Evidence of training being applied to support learners (Colourful Semantics/ Word Maps) through displays and in activities delivered.</i></p> <p><i>Planning shared effectively with support staff so that there is a consistency in provision (1:1, small group work)</i></p>

<p>Breakfast/ ASC Club Provision</p> <p>Behaviour and Attitudes</p> <p>Personal Development</p>	<p>To ensure PP pupils attend school on time and get a healthy breakfast to support their learning.</p> <p>To improve PP pupils attendance, punctuality and readiness to learn.</p>	<p>LW, CA to review weekly attendance and discuss in half termly meeting.</p> <p>Liaise with HT and EWO as appropriate.</p>	<p>Attendance data to be monitored and evaluated (shared with HT and PP Lead).</p>	<p>LW, CA</p> <p>SLT/ HT, NB</p>	<p><i>Attendance of PP children 1% below whole school figure (Spring 1). Persistent absences monitored effectively and staff recognise a more settled start to the school day - 'ready to learn'.</i></p> <p><i>Continued focus on 'lates' for FSM/ PP</i></p>
<p>Continue to develop the role of the Family Liaison Officer (FLO)</p> <p>Behaviour and Attitudes</p>	<p>To support pupils and their families with concerns/ barriers that might affect learning.</p> <p>Pupils with emotional and social needs will benefit from an improved attitude to learning and being mentally 'ready to learn'.</p>	<p>Introduce the Mental Health charter</p> <p>Attend Attachment Awareness training</p> <p>Liaise with teachers to discuss progress of pupils as appropriate and share relevant information support learning.</p> <p>'Six Strands' relaunched – focus on <i>resilience</i></p>	<p>Cost of training</p> <p>Time to liaise with relevant teachers/ staff</p> <p>On going</p>	<p>CA, HT, GE</p>	<p><i>Staff informed regularly of relevant information regarding disadvantaged pupils/ vulnerable groups and their families (effective relationships between staff/ pupils/ parents).</i></p>

<p>Counselling Costs/Ed Psch Behaviour and Attitudes</p>	<p>To develop the emotional and social skills of pupils to enable them to contribute openly in school.</p> <p>Enable pupils to seek support for SEMH issues where required.</p>	<p>Monitoring/ progress meetings</p>	<p>External observations</p>	<p>GE, CA</p>	<p><i>Recommendations shared with staff.</i></p>
<p>Pet Therapy – targeting reluctant readers Quality of Education</p>	<p>The children will make good progress with their reading and have a positive attitude to their learning.</p>	<p>On going</p> <p>Small group support with adult and dog – target reluctant readers (encourage the enjoyment of reading).</p>	<p>Support staff to oversee session</p> <p>Seely the dog with owner</p> <p>Space deliver session</p>	<p>GE, subject leads</p> <p><i>Next Steps: Pupil Conferencing to target domains and focus areas in reading (Aut. 2019)</i></p>	<p><i>Positive response of pupils to this strategy (Summer 2019) – keen to read and they are enjoying the experience. Data demonstrates progress made for all disadvantaged involved.</i></p>
<p>Enrichment through schools trips and experiences to develop the wider curriculum (including Beach and Forest School) Quality of Education Behaviour and Attitudes</p>	<p>The children will have equal access to resources (such as IT provision); building confidence and broadening their experience in this curriculum area.</p> <p>Pupils will develop emotional and social skills to enable them to contribute to discussions.</p>	<p>Annual subscription for Whole School access to program that will support the development of skills expected.</p> <p>Financial contributions to allow pupils to attend trips and extended stays.</p> <p>PS, KW to monitor progress through a series of challenging</p>	<p>Class teachers will recognise how pupils are applying outcomes to their work.</p>	<p>Participation/ involvement monitored by GE/ NB</p> <p>PS/ KW to report back to SLT and governors annually.</p>	<p><i>Disadvantaged children experience and have access to programs that enhance their knowledge, skills and understanding of IT and computing. Improving confidence when using programs/</i></p>

	<p>Enrich their cultural experiences; exposing pupils to a range of vocabulary that can then be applied to class work.</p> <p>Build emotional resilience and independence and an appreciation of the wider world.</p> <p>Pupils develop life skills and develop relationships with peers.</p>	<p>tasks and feedback to class teachers.</p>			<p><i>accessing the internet safely.</i></p> <p><i>Teachers are more aware of the impact that the wider curriculum/ experiences planned have on outcomes for vulnerable groups – applying teaching strategies in line with whole school key priorities (Spring 1).</i></p>
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The impact of the funding allocations and improvements outlined in the PP strategy (2018-19)

Teaching and learning

- **Attainment** - Outcomes for KS1 are more positive however continue to be below national outcomes. Continue to focus on all areas (key priority to further develop the application of vocabulary to support problem solving, and reading and writing, and within the wider curriculum) in order to improve % ARE combined 2019/20. In KS2 Writing and Maths need to be a focus for our PPM with SEN.
- **Progress** – Improved progress in Reading. Further developing tracking and assessment will support the monitoring process across the school (inform effective use of support staff for interventions). More consistent use and implementation of actions from pupil progress meetings.

Emotional, social and behavioural support

- **Attendance** – This continues to be focus and is below our school target of 96%. Disadvantaged pupil figures were just below whole school percentage (93% compared to 94% in July 2019). Positive start to 2019/20 94% – attendance officer (as part of the Strategy Group) will continue to monitor/ evaluate. Persistent Absences and Lates continue to be closely tracked by attendance officer and EWO.
- **Exclusions** – 1 PPM permanent exclusion. Excluded sessions being monitored and reviewed by SLT/ SENDCo.
- **Enrichment** – Teachers have started to consider cultural experiences needed to enrich learning journeys for the disadvantaged and this evident through planning. Support staff are being used more consistently to ensure the regular provision of targeted group sessions. Strategies continue to be further developed/ planned for to support the self-esteem and well-being of PPM (effective use of ELSA sessions and FLO/ continuation of Beach and Forest School).