

Pupil Premium Strategy Statement

1. Summary information					
School	Barnard Grove Primary School				
Academic Year	2018/19	Total PP budget	£201,951	Date of most recent PP Review	
Total number of pupils	338	Number of pupils eligible for PP	147	Date for internal review of this strategy	Spring 2019

2. Current attainment (end of Key Stage 2 – 2018)			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (School)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	44%	78%	70%
progress in reading	-2.18	-0.20	0.31
progress in writing	-0.66	-0.06	0.24
progress in maths	-0.76	-0.67	0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils have limited access to varied and challenging reading materials.
B.	Few opportunities to take part in enriched and varied activities/experiences.
C.	On entry to school baseline shows that PP pupils have poor basic skills in all areas of English and Maths (particularly language and communication).
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor attendance results in loss of learning time, leading to poor individual pupil-attainment and slower than expected progress being made.

4. Planned expenditure			
Academic year	2018-2019 (£201,951)		
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?	Evaluation – May 2019
<p>To improve outcomes for PP pupils in both Year 5 and Year 6.</p> <p>To improve focused feedback for all pupils.</p>	<p>Reducing Class Size and Feedback Reduce class sizes in upper Key Stage 2 to enable pupils to be taught in year-group specific classes, through appointment of an additional member of teaching staff.</p>	<p>Reducing Class Size Moderate research supports this approach, with the expectation that 'very high' cost results in a moderate impact on outcomes for pupils (3 months).</p> <p>Feedback Moderate research supports this approach, with the expectation that 'low' cost results in a high impact on outcomes for pupils (8 months).</p>	<p>In Reading and Maths, progress of PP pupils is better than or equal to others in both Y5 and Y6.</p> <p>Y5 Reading – the attainment gap has reduced by 11%, to 16%, since the last key measure .</p> <p>Y5 Maths – the attainment gap has reduced gap by 5% to 21%.</p> <p>Y6 Reading – the attainment gap has reduced by 8% to 10%.</p> <p>All of the above figures are within the national average gap (15%-20%).</p> <p>In both Y5 and Y6, in Writing, the attainment has widened since Key Stage 1 and the gaps are wider than the national average.</p>
Total budgeted cost			£30,000

ii. Targeted support			
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Evaluation – May 2019
To improve outcomes for targeted PP pupils in all year groups across the school.	1:1 Tuition Provide 1:1 support for PP pupils whose progress is below expectations.	1:1 Tuition Extensive research supports this approach, with the expectation that 'high' cost results in a moderate impact on outcomes for pupils (5 months).	Reading – four out of six year groups have an attainment gap equal to or better than the national average, with significant improvements (reduced gap) observed in Year 1 (-19%), Year 4 (-18%), Year 5 (-9%) and Year 6 (-8%).
To improve the outcomes for supported pupils.	Small Group Tuition Deployment of two TAs, across Key Stage 1 and Key Stage 2 to support the learning of specific PP pupils with complex learning needs.	Small Group Tuition Limited research supports this approach, with the expectation that 'moderate' cost results in a moderate impact on outcomes for pupils (4 months).	Introduction of ABRA reading intervention in Year 1 has resulted in the attainment gap in Reading reducing from 46% to 27% by the end of the Spring Term. Targeted intervention in Year 5 has resulted in the attainment gap reducing from 27% to 16% by the end of the Spring Term. The progress of specific pupils with complex needs is more limited and requires more time to be embedded and measured.
To improve the early language skills of PP pupils in Nursery and Reception.	Small Group Tuition Release the SENDCO/Pupil Premium Champion to undertake training, and implementation, of the Talk Matters and Early Language programmes.	Small Group Tuition Limited research supports this approach, with the expectation that 'moderate' cost results in a moderate impact on outcomes for pupils (4 months).	Training was undertaken during the Autumn Term and staff CPD was delivered, through two twilight sessions, for all Early Years and Year 1 staff. At least three vocabulary lessons have been taught each week. Impact of implementation to be completed in July 2019.

<p>To ensure PP pupils have access to Lexia and /or Accelerated Reading intervention technology to support their learning in all school subjects.</p>	<p>Digital Technology Purchase relevant licences (for 50 pupils) and laptops/iPads to be used for interventions and day-to-day work.</p>	<p>Digital Technology Extensive research supports this approach, with the expectation that 'moderate' cost results in a moderate impact on outcomes for pupils (4 months).</p>	<p>Impact of implementation to be completed in July 2019. Mid-year data analysis of Year 3 (Lexia) and Year 6 (Accelerated Reading) interventions show PP pupils have made the following progress:</p> <p>Year 3 – 82% made expected progress, with 55% making more than expected progress.</p> <p>Year 6 – 100% made expected progress, with 94% making more than expected progress.</p>
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Total budgeted cost	£107,000
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iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Evaluation – May 2019
<p>To improve pupil-engagement in learning and enrich a positive school ethos.</p> <p>To improve the quality of cross-curricular writing in all year groups.</p>	<p>Social and Emotional Learning Subsidise educational visits and experiences for all pupils.</p>	<p>Social and Emotional Learning Extensive research supports this approach, with the expectation that 'moderate' cost results in a moderate impact on outcomes for pupils (4 months).</p>	<p>Every year group in school has had the opportunity to attend an educational visit, as well as be part of an enrichment experience within school.</p> <p>There appears to be limited impact of enrichment activities improving the quality of cross-curricular work. A review of the whole-school curriculum will be undertaken during the Summer Term 2019.</p>
<p>To raise the confidence of PP pupils through collaborative learning experiences, with high levels of physical and emotional challenge.</p> <p>To improve key outcomes for Year 6 PP pupils.</p>	<p>Outdoor Adventure Learning Significantly subsidise residential visit for Year 6 PP pupils.</p>	<p>Outdoor Adventure Learning Limited research supports this approach, with the expectation that 'moderate' cost results in a moderate impact on outcomes for pupils (3 months).</p>	<p>All pupils are given the opportunity to attend the Year 6 residential visit, with costs for individuals being either heavily subsidised or fully paid by school.</p> <p>Each year, on average, more than 70% of PP pupils attend the Year 6 residential visit.</p>

<p>Targeted pupils attend school regularly and are ready to learn.</p>	<p>Social and Emotional Learning Target pupils with social and emotional needs through commissioning of counselling service (ABC Counselling) for one day per week.</p>	<p>Social and Emotional Learning Extensive research supports this approach, with the expectation that 'moderate' cost results in a moderate impact on outcomes for pupils (4 months).</p>	<p>Four PP pupils have accessed ABC Counselling during the course of the 2018/19 academic year.</p> <p>All four pupils have made at least expected progress in Reading, Writing and Maths, with attendance figures (from the previous academic year to this) being:</p> <p>Pupil 1 – improvement from 96.3% to 98.6% Pupil 2 – improvement from 90.9% to 97.1% Pupil 3 – improvement from 98.9% to 100% Pupil 4 – decrease from 96.5% to 93.2%</p>	
<p>To ensure the PP pupils of hard-to-reach parents/carers attend school regularly, are ready to learn and potential barriers to learning (outside of school) are identified and addressed early.</p>	<p>Parental Involvement Use a proportion of the Social Inclusion Manager's time to focus on parental involvement, actively engaging parents/carers in supporting their children's learning.</p>	<p>Parental Involvement Moderate research supports this approach, with the expectation that 'moderate' cost results in a moderate impact on outcomes for pupils (3 months).</p>	<p>The attendance of PP pupils has improved by 0.8% on the previous year, with the gap between PP pupils and others reducing by 0.6% in the last two years, bringing both the attendance of PP pupils, as well as the gap, in line with PP pupils nationally.</p> <p>The most notable improvement is with the PP boys.</p>	
<p>To raise the confidence and resilience of PP pupils.</p>	<p>Social and Emotional Learning Target pupils with social and emotional needs through commissioning of additional educational psychologist time.</p>	<p>Social and Emotional Learning Extensive research supports this approach, with the expectation that 'moderate' cost results in a moderate impact on outcomes for pupils (4 months).</p>	<p>School commissions additional psychologist time (half-a-day per week) to work with targeted groups of Key Stage 2 pupils.</p> <p>Feedback from the group sessions has been positive. However, the long-term impact of the interventions will be reviewed in July 2019.</p>	
<p>To raise awareness of the needs of PP pupils' needs.</p>	<p>Poverty Proofing Audit Commission a week-long whole-school audit of the school's provision to enhance outcomes for all pupils, but particularly PP pupils.</p>		<p>Staff CPD followed the audit, which raised the profile of the specific needs of PP pupils, resulting in changes to: the timing of setting homework projects; home-school reading; and time given to parents to pay for school trips.</p> <p>School has successfully bid for money to provide every child with a breakfast, every day until March 2020.</p>	
			<p>Total budgeted cost</p>	<p>£45,000</p>

5. Additional detail

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

All data, above, can be found using: the school's internal data (iTrack); RAISEonline; SIMS; and the Local Authority's Analysis Pack.