

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 next internal review of this strategy	October 2018

2. Current attainment (end of Key Stage 2 – 2017)			
	<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	41%	64%	67%
progress in reading	+0.39	-0.83	0
progress in writing	+2.69	+2.56	0
progress in maths	+1.04	+1.16	0

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?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<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>	<ul style="list-style-type: none"> • Half-termly scrutinies of work • Lesson observations • Learning walks • Pupil voice • Termly data-drops • Termly Pupil Progress Meetings (PPM) 	Senior Leadership Team	July 2019
Total budgeted cost					£30,000

ii. Targeted support					
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?
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).	<ul style="list-style-type: none"> • Monitor the impact of chosen interventions across the school, including: BLAST (Nursery and Reception); 1:1 RWI (Reception and Key Stage 1); Lexia (Key Stage 2); Catch-up Reading (Key Stage 2; Toe-by-Toe (Year 5/6); and Power of 2 (Year 6) • Half-termly scrutinies of work • Lesson observations • Learning walks • Pupil voice • Termly data-drops • Termly Pupil Progress Meetings (PPM) 	Senior Leadership Team	December 2018
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).	<ul style="list-style-type: none"> • Monitoring of IEPs • Termly scrutinies of work • Lesson observations • Learning walks • Pupil voice • Termly data-drops • Termly Pupil Progress Meetings (PPM) 	Senior Leadership Team and SENDCO	December 2018
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).	<ul style="list-style-type: none"> • Monitoring of IEPs • Termly scrutinies of work • Lesson observations • Learning walks • Termly data-drops • Coaching of appropriate school staff • Termly Pupil Progress Meetings (PPM) 	Senior Leadership Team and SENDCO /Pupil Premium Champion	December 2018

To ensure PP pupils have access to Lexia and /or Accelerated Reading intervention technology to support their learning in all school subjects.	Digital Technology Purchase relevant licences (for 50 pupils) and laptops/iPads to be used for interventions and day-to-day work.	Digital Technology Extensive research supports this approach, with the expectation that 'moderate' cost results in a moderate impact on outcomes for pupils (4 months).	<ul style="list-style-type: none"> • Analysis of weekly reports • Monitoring of planning to ensure opportunities for using technology are utilised • Lesson observations • Learning walks • Pupil voice • Termly data-drops • Termly Pupil Progress Meetings (PPM) 	Senior Leadership Team	December 2018
Total budgeted cost					£107,000
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?
To improve pupil-engagement in learning and enrich a positive school ethos. To improve the quality of cross-curricular writing in all year groups.	Social and Emotional Learning Subsidise educational visits and experiences for all pupils.	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).	<ul style="list-style-type: none"> • Monitoring of planning • Termly scrutinies of work • Lesson observations • Learning walks • Pupil voice • Termly data-drops • Termly Pupil Progress Meetings (PPM) • Evaluation of visitor feedback forms 	Senior Leadership Team	December 2018
To raise the confidence of PP pupils through collaborative learning experiences, with high levels of physical and emotional challenge. To improve key outcomes for Year 6 PP pupils.	Outdoor Adventure Learning Significantly subsidise residential visit for Year 6 PP pupils.	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).	<ul style="list-style-type: none"> • Monitoring of planning to ensure key skills taught during the residential are taught throughout the academic year. • Pupil voice • Parent voice 	Team Co-ordinator for Year 5/6	December 2018

Targeted pupils attend school regularly and are ready to learn.	Social and Emotional Learning Target pupils with social and emotional needs through commissioning of counselling service (ABC Counselling) for one day per week.	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).	<ul style="list-style-type: none"> • Monitoring of targeted pupils • Feedback from counsellor • Parent feedback • Class Teacher feedback • Termly data-drops • Termly Pupil Progress Meetings (PPM) 	Senior Leadership Team and Social Inclusion Manager	Ongoing (as service is not time-limited)
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.	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.	Parental Involvement Moderate research supports this approach, with the expectation that 'moderate' cost results in a moderate impact on outcomes for pupils (3 months).	<ul style="list-style-type: none"> • Monitoring of targeted pupils • Feedback from Social Inclusion Manager • Parent feedback • Class Teacher feedback • Termly data-drops • Termly Pupil Progress Meetings (PPM) 	Senior Leadership Team and Social Inclusion Manager	Ongoing (as service is not time-limited)
To raise the confidence and resilience of PP pupils.	Social and Emotional Learning Target pupils with social and emotional needs through commissioning of additional educational psychologist time.	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).	<ul style="list-style-type: none"> • Monitoring of targeted pupils • Feedback from educational psychologist • Parent feedback • Class Teacher feedback • Termly data-drops • Termly Pupil Progress Meetings (PPM) 	Senior Leadership Team and Social Inclusion Manager	Ongoing (as service is not time-limited)
To raise awareness of the needs of PP pupils' needs.	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.			Senior Management Team	December 2018
Total budgeted cost					£45,000

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.