

Pupil Premium Strategy Statement

1. Summary information					
School	Barnard Grove Primary School				
Academic Year	2015/16	Total PP budget	£201,540	Date of most recent PP Review	20/10/16
Total number of pupils	322	Number of pupils eligible for PP	151	Date for next internal review of this strategy	January 2017

2. Current attainment (end of Key Stage 2 – 2016)			
	<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	45%	62%	60%
progress in reading	2.00	0.41	0
progress in writing	2.31	2.69	0
progress in maths	0.90	1.49	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

2016-2017 (£196,560)

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 1 and Year 2.</p> <p>To improve focused feedback for all pupils.</p>	<p>Reducing Class Size and Feedback Reduce class sizes in Key Stage 1 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) 	<p>Senior Leadership Team</p>	<p>December 2016</p>
<p>To improve outcomes for PP pupils in both Year 3 and Year 4.</p> <p>To improve focused feedback for all pupils.</p>	<p>Reducing Class Size and Feedback Reduce class sizes in lower 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) 	<p>Senior Leadership Team</p>	<p>December 2016</p>

<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) 	<p>Senior Leadership Team</p>	<p>December 2016</p>
Total budgeted cost					<p>£105,000</p>
<p>ii. Targeted support</p>					
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 targeted PP pupils in all year groups across the school.</p>	<p>1:1 Tuition Provide 1:1 support for PP pupils whose progress is below expectations.</p>	<p>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).</p>	<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) 	<p>Senior Leadership Team</p>	<p>October 2016</p>
<p>To improve outcomes in Reading, Writing and Phonics (Screening Check) in Early Years and Key Stage 1.</p>	<p>Small Group Tuition Deployment of four TAs, across Early Years and Key Stage 1 to deliver a phonics programme (Read Write Inc) to focused, stage-specific, small groups.</p>	<p>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).</p>	<ul style="list-style-type: none"> • Half-termly scrutinies of work • Lesson observations • Learning walks • Pupil voice • Half-termly data-drops • Termly Pupil Progress Meetings (PPM) 	<p>Senior Leadership Team</p>	<p>October 2016</p>

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 2016
To ensure PP pupils have access to Lexia intervention technology to support their learning in all school subjects.	Digital Technology Purchase Lexia licence (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 from Lexia 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 and Science and Technology Leader of Learning	December 2016
Total budgeted cost					£56,570
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	October 2016

<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>	<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 	<p>AHT for Key Stage 2</p>	<p>October 2016</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>	<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) 	<p>Senior Leadership Team and Social Inclusion Manager</p>	<p>Ongoing (as service is not time-limited)</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>	<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) 	<p>Senior Leadership Team and Social Inclusion Manager</p>	<p>Ongoing (as service is not time-limited)</p>
Total budgeted cost					<p>£35,000</p>

5. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve outcomes for PP pupils in both Year 1 and Year 2.	Reducing Class Size Reduce class sizes in Key Stage 1 to enable pupils to be taught in year-group specific classes, through appointment of additional member of teaching staff.	<ul style="list-style-type: none"> In Year 1, Reading, Writing and Maths progress is less than expected, with a particular weakness in Writing. 81% of PP pupils attained the Phonics Screening Check, which is only 2% below others nationally and 11% better than PP pupils nationally. All Year 2 PP pupils attained the check. 55% of Year 2 PP pupils attained the Expected Standard in Reading, which is 23% below others nationally and 4% below PP pupils nationally. 	<p>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>In 2016-2017, to further improve outcomes for PP pupils by the end of Key Stage 1 we will:</p> <ul style="list-style-type: none"> Use smaller class sizes to lead to more focused feedback (both oral and written) and more specific, small-group teaching. Review current reading comprehension strategies through engagement with the EEF Literacy Project. <p>Progress and attainment in Year 3/4 was not as positive as in Year 5/6; therefore, school will look to adopt a 'two-form-entry' approach across all of Key Stage 2.</p>	£90,000
To improve outcomes for PP pupils in both Year 5 and Year 6.	Reduce class sizes in upper Key Stage 2 to enable pupils to be taught in year-group specific classes, through appointment of additional member of teaching staff.	<ul style="list-style-type: none"> In Year 5, the proportion of pupils making more than expected progress is 65% in Reading, 81% in Writing and 73% in Maths. In Year 6 Reading, 50% of PP pupils attained the Expected Standard. This is 2% better than PP pupils nationally. In Year 6 Writing, 73% of PP pupils attained the Expected Standard. This is 14% better than PP pupils nationally. In Year 6 Maths, 64% of PP pupils attained the Expected Standard. This is 9% better than PP pupils nationally. In Year 6 GPS, 68% of PP pupils attained the Expected Standard. This is 12% better than PP pupils nationally. In Year 6 RWM combined, 46% of PP pupils attained the Expected Standard. This is 11% better than PP pupils nationally. 		

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve the Reading outcomes for PP pupils with SEND in Year 5/6.	1:1 Tuition, Small-group Tuition and Reading Comprehension Strategies Release of SENDCO from teaching duties, for one day per week, to focus on differentiation and early intervention of SEND pupils eligible for PP in Key Stage 2.	<ul style="list-style-type: none"> The progress of pupils with SEND was 1.83 in Reading, which is 0.82 better than other pupils. Only 18% of SEND pupils, compared to 32% of SEND pupils, nationally, attained the Expected Standard in Reading. 	Research supports this approach, with the expectation that 'moderate/high' cost results in moderate impact on outcomes for pupils (4 months). Strategies to be embedded into lower Key Stage 2 so that pupils make more rapid progress in these groups. This will be implemented through the school-improvement work of the phase Assistant Headteachers.	£10,000
To support the day-to-day learning of Less Able PP pupils.	Teaching Assistants Deployment of four TAs; one each in Early Years, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2.	There's been limited impact using this approach, with the targeted pupils making limited progress across the school.	Limited research supports this approach, with the expectation that 'high' cost results in low impact on outcomes for pupils (1 months). In 2016-2017, the roles of Teaching Assistants will be reviewed, to ensure their deployment is cognisant of the areas of need identified in the School Improvement Plan and/or Cohort Action Plans.	£43,000

<p>To improve outcomes in Reading, Writing and Phonics (Screening Check) in Early Years and Key Stage 1.</p>	<p>Small Group Tuition Deployment of four TAs, across Early Years and Key Stage 1 to deliver a phonics programme (Read Write Inc) to focused, stage-specific, small groups.</p>	<ul style="list-style-type: none"> • At the end of Reception, 80% of the cohort attained Expected/Exceeding in Reading, which is 3% above the national average. • However, in Writing, 69% of the cohort attained Expected/Exceeding in Writing, which is 4% below the national average. • 56% of PP pupils attained a Good Level of Development (GLD). Although 13% below others, nationally, this is 4% better than PP pupils nationally. • For Phonics Screening Check evaluation, refer to the row below. • 55% of Year 2 PP pupils attained the Expected Standard in Reading, which is 23% below others nationally and 4% below PP pupils nationally. • Only 45% of Year 2 PP pupils attained the expected Standard in Writing, which is 25% below others nationally, but is 3% better than other PP pupils nationally. 	<p>Limited research supports this approach, with the expectation that 'moderate' cost results in moderate impact on outcomes for pupils (4 months).</p> <p>Evidence suggests that the RWI programme has made a difference to the Reading and Phonics scores in school. However, Writing data does not show the same trend. Consequently, in 2016-2017, a new RWI programme will be purchased, which has a greater focus on writing, grammar and spelling.</p>	<p>£10,400</p>
<p>To ensure the phonics scores, for PP pupils, is in-line with other pupils nationally.</p>	<p>1:1 Tuition and Phonics 1:1 phonics support is provided for pupils in Reception and Key Stage 1.</p>	<ul style="list-style-type: none"> • 81% attained Phonics Screening Check, 19% below others in school. • The gap between school and others nationally is -2%, compared to -13% nationally. • Disadvantaged school = 81% - Disadvantaged national = 70% • All Year 2 disadvantaged pupils attained the check, 7% better than others nationally. 	<p>Extensive research supports this approach, with the expectation that 'high' cost results in moderate impact on outcomes for pupils (5 months).</p> <p>PP pupils' scores over the last three years have been consistently high (81%, 79% and 81%) leading to this approach continuing in 2016-2017.</p> <p>To build on the progress observed in phonics, in Key Stage 2, targeted pupils will take part in the Lexia programme.</p>	<p>£8,300</p>
<p>To ensure the Maths progress and attainment of PP pupils is in-line with others nationally.</p>	<p>Teaching Assistants Two TAs provided additional support for Year 6 PP pupils, with a specific focus on Maths attainment/progress, using Success at Arithmetic intervention package.</p>	<ul style="list-style-type: none"> • Average scaled score for PP pupils was 101 in Maths, compared to 100 for PP pupils nationally. • 64% of PP pupils attained the Expected Standard in Maths, which was 11% better than PP pupils nationally. • Although the progress of the PP pupils was 0.90, the progress of low prior attaining PP pupils was only -1.24. 	<p>Limited research supports this approach, with the expectation that 'high' cost results in low impact on outcomes for pupils (1 months).</p> <p>In 2016-2017, the roles of Teaching Assistants will be reviewed, to ensure their deployment is cognisant of the areas of need identified in the School Improvement Plan and/or Cohort Action Plans.</p>	<p>£4,500</p>

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<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 for all pupils.</p>	<ul style="list-style-type: none"> Attendance of PP pupils has improved by 0.1% on the previous year, closing the gap on PP pupils (nationally) by 0.1%. Writing progress for PP pupils is 2.31, with high-attaining PP pupils' progress being 4.01 (compared to 0.11 for other high attaining pupils nationally). From Year 1 to Year 6, on average, 85% of pupils made at least expected progress in Writing. 	<p>Extensive research supports this approach, with the expectation that 'moderate' cost results in moderate impact on outcomes for pupils (4 months).</p> <p>At Barnard Grove Primary School, we feel this approach has improved outcomes for all pupils, particularly in Writing, where progress at the end of Year 6 was significantly above the national average.</p> <p>There was more limited impact in Year 3/4, as the curriculum was not ideally suited to educational visits. Therefore, for the 2016-2017 academic year, school will introduce a new Cornerstones curriculum, which focuses on enrichment activities at its core.</p>	£10,000
<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>	<ul style="list-style-type: none"> All PP pupils attended the residential visit. Progress for PP pupils, in Reading (2.00), Writing (2.31) and Maths (0.90) was higher than the national average. The attainment gaps between PP pupils and others (nationally) were -21% in Reading, -6% in Writing and -12% in Maths. 	<p>Limited evidence supports this approach, with the expectation that 'moderate' cost results in moderate impact on outcomes for pupils (3 months).</p> <p>However, we feel that providing this experience for all pupils is beneficial in developing positive relationships, increasing pupils' self-confidence and developing resilience.</p> <p>A review of the facility used in 2015-2016 has resulted in a change of venue for 2016-2017, with Robinwood providing a more challenging, well-rounded experience for our pupils.</p>	£5,000
<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>	<ul style="list-style-type: none"> Attendance of PP pupils who have accessed the counselling service is 96.1%, which is higher than all pupils nationally. Evidence from Class Teachers confirmed that PP pupils who attended counselling sessions were more settled in class, engaged with their learning and were also more able to develop positive relationships with their peers and other adults. 	<p>Extensive research supports this approach, with the expectation that 'moderate' cost results in moderate impact on outcomes for pupils (4 months).</p> <p>Due to the positive feedback from parents and teachers, we feel this approach will be maintained during the 2016-2017 academic year.</p> <p>The service offered to the school's pupils will be developed further through additional training of the Social Inclusion Manager in 'Friends' CPD, which will be rolled out during the 2016-2017 academic year. This will enable small groups of pupils to benefit from additional wellbeing support.</p>	£10,000

<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>	<ul style="list-style-type: none"> • Improved parental involvement through Nursery home-visits prior to every pupil starting at Barnard Grove. • Social Inclusion Manager co-ordinates support packages for families in crisis, including sign-posting to specialist professional services. • In a survey of 194 parents/carers, all parents/carers stated they were made feel to welcome in school, with a significant number attending Open Days in Nursery, Reception and specific sessions for whole-school English, Maths, the wider curriculum and phonics. 	<p>Moderate research supports this approach, with the expectation that 'moderate' cost results in moderate impact on outcomes for pupils (3 months).</p>	<p>£10,000</p>
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6. 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.