



Pupil premium strategy statement Review of academic year 2016-17

1. Summary information					
School	Barncroft Primary School				
Academic Year	2016/17	Total PP budget	£264,900	Date of most recent review by Pupil Premium strategy group (including school governors)	July 2017
Total number of pupils	410	Number of pupils eligible for PP	203	Date for next internal review of this strategy	n/a

1. Current attainment at KS2 2017 results				
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupil premium children with no SEN</i>	<i>Non Pupil Premium children with no SEN</i>
% achieving age related expectation or above in reading, writing and maths	21%	43%	48%	50%
% making age related expectation in reading	65%	86%	79%	76%
% making age related expectation in writing	59%	76%	74%	74%
% making age related expectation in maths	54%	71%	74%	76%

2. 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.	Oral language and communication skills in Reception are lower for pupils eligible for PP than for other pupils. This impacts on reading, writing and maths progress in subsequent years.
B.	Lack of parental support with reading at home slows progress in subsequent years
C.	Social communication difficulties for a small group of boys across KS2 (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
D.	Lack of resilience and aspiration prevents children of all abilities aiming high and achieving at greater depth

External barriers (issues which also require action outside school, such as low attendance rates)

D. Punctuality rates for pupils eligible for PP are below that for all children. This reduces their school hours or prevents them from accessing the start of lessons and causes them to fall behind on average.

3. Outcomes

	Desired outcomes and how they will be measured	Success criteria	Autumn Review – in conjunction with Governors	Spring Review – in conjunction with Governors	End of year Review – in conjunction with Governors
A.	Improve communication and language skills for pupils eligible for PP in Reception class and into Year 1	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. This will impact positively on phonics outcomes in Y1	<p>Current Y1 – 24% gap for C&L the gap on entry to YR. This closed by 14% by the end of YR.</p> <p>Current YR baseline shows 100 % of PP children are below ARE and there is an 11% gap for C&L. Y1 phonics data – awaiting first round of data</p>	<p>Current Y1 – 64% of PP are on track for ARE (71% at ARE at end of YR. 80% of Y1 on track to pass phonics – 79% of PP are on track this is broadly in line with non PP</p> <p>Current YR – 24 pp children – 100% have made progress – 46% have made more than expected progress (compared with 43% of not PP group) in the area of C&L 75% of PP children are now on track to achieve ARE in the area of CLE compared to 17% on track at the start of the year. (compared to 77% of not PP group). Closing the gap by 9%</p> <p>Current Y2 phonics (19chn overall) – 84% of PP children are on track to pass phonics resit (only 2 non PP children involved)</p> <p>It is anticipated that the current strategies in place to address C&L in YR/1 will continue next year.</p>	<p>Current YR – the current year PP children made bigger gains in progress than non PP children in 9 out of the 17 areas of the Early Year curriculum including Reading, Writing and Number.</p> <p>The current Year R also had a high level of SEND (12%) which include speech and language issues. When taken we remove the SEND children and compare PP (no SEND) with Non PP (no SEND) the gap is 7%.</p> <p>95% of PP children (with no SEND) achieved expected or above in Communication and Language, in line with Non PP (Not SEND)</p> <p>Y1 Phonics – there a14% gap between PP and Non PP which has closed from 25% in 2016</p>
B.	Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth.	Pupils eligible for PP make as much progress as 'other' pupils identified, across Key Stage 2 in maths, reading and writing.	<p>Progress between PP/NPP Reading - broadly in line</p> <p>Writing – PP children are not making as much progress</p> <p>Maths – progress is broadly in line</p>	<p>PP gap continues to be a concern in all year groups – even when SEN are removed. The school is working hard, modifying and monitoring strategies to close the gap e.g Reading pilot in Y5 has reduced the PP gap from 19 ->2 %. We are also trialing</p> <p>Club/groups impact:</p> <ul style="list-style-type: none"> - FFT reading - 77% of pupils receiving FFT have made accelerated progress 	<p>Club/groups impact:</p> <ul style="list-style-type: none"> - FFT reading -40% of pupils receiving FFT have made accelerated progress in W and M – 80% have made expected progress in Reading - Cooking club – on average 25% of children attending have made accelerated progress in RWM - Craft club – on average 22% of children attending have made accelerated progress in RWM (79%

				<p>in W and M – 100% have made expected progress in Reading</p> <ul style="list-style-type: none"> - Cooking club – 50% of children attending have made accelerated progress in RWM - Craft club – 49% of children attending have made accelerated progress in RWM (77% have made expected progress) - Afterschool clubs – 41 % of children attending have made accelerated progress in RWM (68% have made expected progress) - Netball -36% of children attending have made accelerated progress in RWM (83% have made expected progress) - Positive response plan - 58% of children have now made 2 steps of progress across in RWM with 59% making 3 steps and 11% making more than expected progress across RWM 	<p>have made expected progress)</p> <ul style="list-style-type: none"> - Afterschool clubs – 41 % of children attending have made accelerated progress in RWM (68% have made expected progress) - Netball –on average 21% of children attending have made accelerated progress in RWM - Positive response plan - 58% of children have now made 2 steps of progress across in RWM with 59% making 3 steps and 11% making more than expected progress across RWM <p>End of KS1 - Y2 – we have significantly increased the proportion of PP children attaining at greater depth in reading , Writing and Maths Reading - 4% ->59% Writing- 0%-17% Maths – 21->28%</p> <p>The number of PP children achieving at greater depth in all 3 subjects has gone from 0% to 14%</p>
C.	Social, emotional and communication difficulties of boys in KS2 addressed.	Fewer behaviour incidents recorded for these pupils on the school system. Pupils perform in line with peers	This has improved significantly. 50% of children who were accessing the L2L provision are now able to access learning in class with a significant reduction in reported behaviour incidents. 100% of children attending the L2L provision are PP (SEN). 30% of children who were attending the L2L provision no longer require and individual response plan.	100% of our pupils attending L2L are PP children. This provision is enabling the children to learn social skills and access learning through an alternative curriculum <ul style="list-style-type: none"> - L2L –62% of children have now made 2 steps of progress across in RWM - Counselling group – 83% have made expected progress across RWM and 50% have made accelerated progress 	100% of children in L2L are PP children. Following the delivery of an alternative curriculum, which has helped to address their social, emotional and communication needs 50% of the children now will be with us in 2017-18 will be returning back to class full time.
D.	Parents of pupils eligible for PP engage with their children’s learning and encourage/support the high aspirations of the school	Parents of pupils eligible for PP attend assertive mentoring meetings	90% turn out of parents for Y6 100% turn out of parents for Y5 Assertive mentoring meetings for other year groups commence after half term.	Whole school average of 80% attendance at Autumn meetings. 2 nd round of AM underway – we will have complete figures by end of Spring term	Whole school average remained at 80% enabling us to have meaningful discussions around children’s needs with parents. Further work will be done on aiming for a 100% turn out
E.	Increase resilience of children in	Pupils eligible for PP make as much progress as ‘other’ pupils	BSW working with individual cases to further develop resilience and	BSW group – all children now working well in class and engaging with learning .	100% of the BSW group have made more than expected progress in R/W/M 80% of

	receipt of PP	identified, across the Key Stages in maths, reading and writing.	their ability to cope with challenges in the context of learning.	<p>100% of the children have had 0 reported incidents during class and therefore and maximising learning time. 80% have progressed by 2 or more steps in RWM</p> <p>100% of children who receive counselling are making expected progress within the core subjects – A 10 week domestic violence programme- will started from Feb Half term reaching 7 PP children</p>	<p>this groups is at age related expectation for end of KS2</p> <p>100% of children who receive counselling have made expected progress within the core subjects</p> <p>Pupil Surveys show that there has been a significant increase in attitudes to learning following a whole school initiative around growth mindset and building resilience. 52% of children had a growth mindset before starting the work and 88% following the initiative</p>
F.	Pupils in receipt of PP understand the impact a education has on career choices	Children in receipt of PP funding can discuss their aspirational career path and the journey through education required to achieve this.	Aspiration groups set up and career/aspiration talks booked in. Aspiration being discussed as standard in pupil premium meetings.	<p>54% PP (71% Non PP) have made accelerated progress in Reading (78% PP expected 91% Non PP)</p> <p>43% PP (47% Non PP) have made accelerated progress in Maths (78% PP expected 81%)</p>	<p>32% PP (38% Non PP) have made accelerated progress in Reading (70% PP expected 81% Non PP)</p> <p>32% PP (28% Non PP) have made accelerated progress in Maths (78% PP expected 67%)</p> <p>The gap in attainment has not closed.</p>
G.	Increased attendance and punctuality rates for pupils eligible for PP	Reduce the number of persistent absence/lateness among pupils eligible for PP to 10% or below. Overall PP attendance improves from 95% in line with 'other' pupils.	This is an ongoing focus area for our HSLW. Currently there is not gap for attendance however, there is a gap between PP and Not PP for lateness - this is down to one family that the school is working with.	<p>2015-16 attendance PP - 94.38%, Non PP - 95.35%</p> <p>2016-17 to date – an improving picture with PP/Non PP broadly in line. Lateness is still an issue and this continues to be the focus of the HSLW. Breakfast club continues to grow and allows us to ensure any children struggling with lateness have a morning option. This is having a positive impact on lateness for some families.</p>	<p>2016-17 PP and Non PP children are broadly in line at 95.03 vs 95.6 – both up on last year. Lateness is 1.68% for PP and 0.45 for non PP. This is an improvement on 2015-16, however the home school link worker continues to work with families to support them with lateness. Breakfast club attendance now up to 100 children.</p>

4. Review of expenditure

Academic year

2016/17

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	Impact/Lesson (see outcomes above)
Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth. Social, emotional and communication difficulties of boys in KS2 addressed.	Subsidy for whole school aspiration and enrichment activities ensuring all children are exposed to a broad curriculum.	Medium Impact- This has been varied across the Key stages – we will continue to work with children and families to develop aspiration and participate in the “At Greater Depth” project disseminating key messages and good practice across the whole school.
Increase resilience of children in receipt of PP	Subsidy for Trips and residential Activities week, to ensure all children have access to similar learning activities as peers	Medium impact. Continue to ensure the children gain experiences that will positively impact on their understanding of the wider world, this has had more success particularly in Early Years. All activities need to be reviewed carefully to ensure there is a broad range spread across the curriculum areas and across the year.
Social, emotional and communication difficulties of boys in KS2 addressed.	Explicit teaching of cultures linking to schools promotion of British values (tolerance and respect for different cultures and views), via outside external professionals	Medium impact. Continue to ensure the children gain experiences that will positively impact on their understanding of the wider world, this has had more success particularly in Early Years. All activities need to be reviewed carefully to ensure there is a broad range spread across the curriculum areas and across the year. We need to increase the number of visitors into school.
Improve communication and language skills for pupils eligible for PP in Reception class and into Year 1	After school reading club. Free to parents who are working. This will promote reading for pleasure	Medium Impact Continue and develop use of library and clubs to target children’s key barriers
Increase resilience of children in receipt of PP Social, emotional and communication difficulties of boys in KS2 addressed.	Employment of a Behaviour inclusion officer to work with children who, due to external factors, struggle to access the curriculum/present challenging behaviours. Providing individualised support plans for these children will develop self-esteem	Medium Impact Continue with clear case load.
Improve communication and language skills for pupils eligible for PP in Reception class and into Year 1	Provision of Milk, Orange and apple juice for all children at lunchtimes to promote healthy living	Medium Impact Continue and further work to be done on promoting healthy schools

Social, emotional and communication difficulties of boys in KS2 addressed. Increase resilience of children in receipt of PP	Employment of a full time teacher to provide quality first teaching for the 'Learning to Learn' group in order to help children to make accelerated progress and to meet or exceed national attainment expectations.	High impact Continue and research the possibility of training an “emotional firstaider”
Social, emotional and communication difficulties of boys in KS2 addressed. Increase resilience of children in receipt of PP	Employment of 2 LSAs to run a Nurture room for pupils across the school to go if they are struggling to access the curriculum in a large class teaching situation. Developing children’s confidence, social skills and behaviours for learning. Providing them with strategies to enable resilience and perseverance within the classroom	High Impact – High impact Continue and research the possibility of training an “emotional firstaider”
Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth.	Subsidy for whole school aspiration and enrichment activities ensuring all children are exposed to a broad curriculum.	Medium impact Continue but run targeted activities for small groups through clubs Develop termly whole school days linked to the curriculum
Total Budget – Quality teaching for all		£65,515.00
ii. Targeted support		
Desired outcome	Chosen action/approach	End of year Review
Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth.	Employment of a part time teacher to enable small group and focus teaching to take place across Y6 in order to help children to make accelerated progress and to meet or exceed national attainment expectations.	Medium impact Due to staff illness this has had limited impact. We will try this approach again next year.
Improve communication and language skills for pupils eligible for PP in Reception class and into Year 1	Employment of 2x 0.5 FTE TAs to undertake catch up reading every day with children to accelerate progress and meet or exceed national attainment expectations. not had impact due to staff illness	Limited impact This will not continue due to lack of impact
Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth.	Employment of a full time teacher to enable small groups teaching in Year 2 in order to help children to make accelerated progress and to meet or exceed national attainment expectations. – not had impact due to staff illness	Limited impact This will not continue due to lack of impact
Improve communication and language skills for pupils eligible for PP in Reception class and into Year 1	Employment of 1 Teacher to undertake 1:1 Reading Recovery programme for identified children in order to help children to make accelerated progress and to meet or exceed national attainment expectations.	High impact Continue and develop use of targeted teacher of comprehension skill to Y2
Improve communication and language skills for pupils eligible for PP in Reception class and into Year 1	Employment of additional teaching assistants in YR class to enable smaller group and focus teaching	Medium impact Continue but further develop the links with parents through the key worker roles

Improve communication and language skills for pupils eligible for PP in Reception class and into Year 1	Employment of an HLTA for speech and language work in Early Years, KS1 in order to help children to make accelerated progress and to meet or exceed national attainment expectations.	Medium impact Continue and expand through newly trained ELKAN support assistant.
Total budgeted cost		£ 145,222
iii. Other approaches		
Desired outcome	Chosen action/approach	When will you review implementation?
Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth.	Employment of a part time teacher (2 days a week) to provide small group teaching to across Y6 focus on high level think skills. Not had impact so will stop	Limited impact This will not continue due to lack of impact
Pupils in receipt of PP understand the impact an education has on career choices	Aspiration and careers club one afternoon per week to promoting careers development within year 6	Medium Impact Continue but develop parental engagement with the club
Parents of pupils eligible for PP engage with their children's learning and encourage/support the high aspirations of the school	Assertive mentoring costs to allow focused pupil/parent conferencing with the class teacher	High Impact Continue but create a set of expectations for all teachers to ensure consistent approach
Increased attendance and punctuality rates for pupils eligible for PP	Employment of a Home School Link Worker	High impact Continue as is
Increased attendance and punctuality rates for pupils eligible for PP	Provision of Breakfast Club - 50% subsidy for PP children	High impact Continue as is
Parents of pupils eligible for PP engage with their children's learning and encourage/support the high aspirations of the school	Travel Costs for HSLW in regard to collecting and returning children	High Impact Continue as is
Increased attendance and punctuality rates for pupils eligible for PP		
Total budget cost – other support		£56,003
Total cost to school for Pupil premium support 2016-17		£268,947