



Pupil premium strategy statement 2017-2018

1. Summary information					
School	Barncroft Primary School				
Academic Year	2017-18	Total PP budget	£262,590	Date of most recent review by Pupil Premium strategy group (including school governors)	July 2017
Total number of pupils	415	Number of pupils eligible for PP	201	Date for next internal review of this strategy	October 2017

Current attainment at KS2 2017				
	<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 children 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 (<i>issues which also require action outside school, such as low attendance rates</i>)	

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.
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3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Autumn Review – in conjunction with Governors</i>	<i>Spring Review – in conjunction with Governors</i>	<i>End of year Review – in conjunction with Governors</i>
A.	Improve communication and language skills for pupils eligible for PP in Reception class and into Year 1 and beyond.	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 Y. Gaps in communication and language skills in subsequent year groups are addressed, which impacts positively on end of year outcomes			
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 all key Stages in maths, reading and writing.			
C.	Social, emotional and communication difficulties of children in KS2 addressed.	Fewer behaviour incidents recorded for these pupils on the school system. Pupils perform in line with peers			
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			
E.	Increase resilience of children in receipt of PP	Pupils eligible for PP make as much progress as 'other' pupils identified, across the Key Stages in maths, reading and writing.			
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.			
G.	Maintain attendance and improve 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.			

4. Review of expenditure

Academic year

2017-18

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	Impact/Lesson
<p>Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth.</p> <p>Social, emotional and communication difficulties of children in KS2 addressed.</p>	<p>Subsidy for whole school aspiration and enrichment activities ensuring all children are exposed to a broad curriculum.</p> <p>Participate in cluster "At Greater Depth" project</p>	<p>We want to invest some of the PP funding in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupil, visits to local business and work on careers.</p> <p>The school will participate in the cluster project around developing pedagogy.</p>	<p>Use Staff meetings leadership time days to deliver training.</p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment).</p> <p>Lessons from project embedded in school through staff meetings and coaching of staff.</p>	CB	
<p>Increase resilience of children in receipt of PP</p>	<p>Subsidy for Trips and residential weeks, to ensure all children have access to similar learning activities as peers</p> <p>Undertake a review of trips to ensure they are varied in content and times throughout the year.</p> <p>Continue to deliver whole school initiative around Growth Mindset</p>	<p>Team work builds resilience, which is a transferrable skill.</p> <p>The GAP between PP and Non PP entering YR below in the areas of Self-confidence and self-awareness, Managing feelings and behaviour and Making relationships has increased significantly over the last 3 years and is now at 12%</p> <p>EEF toolkit suggests that outdoor education had a positive impact on improving outcomes. This will be combined with work on Growth mindset</p>	<p>Year plan for trips to ensure they build on and embed the breadth and depth of the curriculum experience and providing the children with a wider general knowledge</p>	TE	
<p>Social, emotional and communication difficulties of children in all keys stages is addressed.</p>	<p>Explicit teaching of cultures linking to schools promotion of British values (tolerance and respect for different cultures and views), via</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We</p>	<p>SLT and Governors will monitor provision for higher attaining children.</p> <p>New assessment cycle will enable SLT to monitor those children achieving "AGD" to ensure they stay on track.</p>	SLT/ Govs	

	<p>outside external professionals</p> <p>Undertake a review of trips to ensure they are varied in content and times throughout the year. Expand the range of visitors come into school to deliver key messages around other cultures</p>	<p>want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.</p>	<p>Specific monitoring around children with social, emotional and communication difficulties.</p>		
<p>Improve communication and language skills for pupils eligible for PP in Reception class and into Year 1 and beyond</p> <p>Increase resilience of children in receipt of PP</p> <p>Social, emotional and communication difficulties of children in KS2 addressed.</p>	<p>Run a range of targeted afterschool clubs across all key stages to address individual barrier to learning or develop areas of strength of PP children.</p>	<p>Some of the students need targeted support to catch up and some additional challenge to excel. This is a programme which has been independently evaluated and shown to be effective in other schools.</p>	<p>FFT records of impact, S&L records of impact</p> <p>YR and English manager to Attending "Talk boost" initiative</p> <p>Growth minset survey</p> <p>Children achieving AGD</p> <p>ELKAN work</p> <p>Afterschool club analysis</p>	<p>HW/J D</p>	
<p>Increase resilience of children in receipt of PP</p> <p>Social, emotional and communication difficulties of children in KS2 addressed.</p>	<p>Deployment 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</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	<p>HW/L G</p>	
<p>Improve communication and language skills for pupils eligible for PP in Reception class and into Year 1 and beyond</p>	<p>Provision of Milk, Orange and apple juice for all children at lunchtimes to promote healthy living</p>	<p>The uptake of UFSM was poor and children were bringing in high sugar content drinks. As part of our Healthy Lunch policy, the school took the decision to provide drinks for all pupils. Public Health England have provided robust evidence showing that interventions taking a 'whole school approach' to promoting health have a positive impact in relation to</p>	<p>Monitor lunchtimes</p> <p>Education to re-enforce the benefits of healthy diets to children and parents.</p> <p>Obtain healthy schools status</p>	<p>JH/H T</p>	

		outcomes.			
Social, emotional and communication difficulties of children 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.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Observe provision in local provision to develop staffs awareness of key behaviour issues. Staff meetings to develop whole staff understanding and disseminate good practice focusing on consistency of practice.	HW/L D	
Social, emotional and communication difficulties of children 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	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Observe provision in local provision to develop staffs awareness of key behaviour issues. Staff meetings and INSET to develop whole staff understanding	HW/L D	
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 including targeted clubs ensuring all children are exposed to a broad curriculum. Take part in Teaching assistant project run by EEF	Pupils eligible for PP are making less progress than other pupils across Key Stage 2. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to provide PP pupils with high quality opportunities that will inspire and encourage quality writing across the school. Developing impact of support staff will result in a higher level of questioning which will have a positive impact on end of year and end of key stage results	SLT and governors will monitor quality and impact of provision for higher attaining children. Inclusion manager will monitor impact of project.	TF/D O/HW /LD	
Total Budget – Quality teaching for all					£67,515.00
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	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.	Pupils eligible for PP are making less progress than other pupils across Key Stage 2. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. Small group teaching enables teachers to give pupils high quality feedback. This approach has worked well in previous years and is supported by EEF Toolkit which suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that can embed across the school.	Monitor teaching, learning and planning. Pupil conference Pupil outcomes Inclusion manager will monitor impact of support staff.	Phase leaders, DHT/HT	
Improve communication and language skills for pupils eligible for PP	Employment of 2x 0.3 ELKAN trained member of staff to support speech and language development in KS1/lower KS2	Some of the students need targeted support to catch up. This is a programme which has been recommended by the EYFS practitioners will be effective for children in KS1 and lower KS2	Work with English manager Monitor outcomes and impact in class	English manager	
Improve communication and language skills for pupils eligible for PP in Reception class and into Year 1 and beyond	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.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Take part in network groups to ensure RR teacher is up-to-date in her practice Observation of lessons, Pupil outcomes	Inclusion Manager	
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	Pupils eligible for PP are making less progress than other pupils across in EY. This gap has is closing and we want to ensure this continues so that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. Small group teaching enables teachers to give pupils high quality feedback. EEF Toolkit which suggest that Early Years strategies are an effective way to improve attainment	Ensure all TAs are trained in effective EY practice Observations Pupil outcomes	Early Years Phase leader	
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.	Pupils eligible for PP start school with lower communication and language skills than their peers. Early literacy and reading interventions help close this gap to ensure PP children enter KS1 in line with their peers EEF Toolkit which suggest that Early Years strategies are an effective way to improve attainment	Ensure all HLTA are trained in effective EY/KS1 practice Observations Pupil outcomes	Inclusion Manager	

Total budgeted cost £ 129,546

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
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					implement ation?
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	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupil, visits to local business and work on careers.	Working with parents to discuss aspirations Training in use of career futures programme	Inclusion manager	
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	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step	Monitor parental involvement Develop set of expectations around quality dialogue and key messages that need to be delivered to parents around expectations and learning targets.	SLT	
Increased attendance and punctuality rates for pupils eligible for PP	Employment of a Home School Link Worker	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	HW/LB	
Increased attendance and punctuality rates for pupils eligible for PP	Provision of Breakfast Club - 50% subsidy for PP children	Breakfast club enables us to ensure children arrive on time and well fed, ready to learn. We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Regular monitoring of attendance/lateness	JP/HT	
Parents of pupils eligible for PP engage with their children's learning and encourage/support the high aspirations of the school Increased attendance and punctuality rates for pupils eligible for PP	Travel Costs for HSLW in regard to collecting and returning children	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Regular monitoring of attendance/lateness	HW/LB	
Total budget cost – other support					£65,529
Total cost to school for Pupil premium support 2016-17					£255,660