



Pupil premium strategy statement 2019-20

1. Summary information					
School	Barncroft Primary School				
Academic Year	2019-20	Total PP budget	£231,600	Date of most recent review by Pupil Premium strategy group (including school governors)	July 2019
Total number of pupils	416	Number of pupils eligible for PP	178	Date for next internal review of this strategy	N/A

Current attainment at KS2 2019				
	<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	34	68	50	77
% making age related expectation in reading	47	68	63	77
% making age related expectation in writing	52	77	71	87
% making age related expectation in maths	58	68	71	77

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 and engagement with learning particularly with reading at home contributes to lo slows progress and in subsequent years
C.	Social, emotional and mental health (SEMH) difficulties for a small group of children (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>)				
E.	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				
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Mid-Year Update</i>	<i>End of year Review</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 Y1 and 2. 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.	Children's SEMH needs are being addressed. Increase resilience of children in receipt of PP	Pupils with high level SEMH needs are successful in meeting highly individualised targets both academically and emotionally. Fewer incidents linked to SEMH needs recorded for these pupils on the school system.		
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 and engage with and support their children's learning. Parents of pupils eligible for PP are encouraged to sign up to MME Children in receipt of PP funding can discuss their aspirational career path and the journey through education required to achieve this.		
E.	Pupils in receipt of PP funding attend in line with peers and punctuality rates continue to improve	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		2019-20			
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
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 children in KS2 addressed.	Build in opportunities to monitor provision for PP children with a view to identifying and addressing home and school barriers.	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.	HT/DHT will plan in review days and feed back to governors and staff. School to take part in EEF funded School Peer Review partnership programme Teachers undertaking NPQML to focus project on PP provision	HT/DHT/SJ	
Increase resilience of children in receipt of PP	Develop teaching at Mastery level across all areas of the curriculum with a particular focus on providing chn with problem solving activities in a range of areas. Continue to deliver and promote wholes school initiative around Growth Mindset Subsidy for whole school aspiration and enrichment activities ensuring all children are exposed to a broad curriculum.	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 20% EEF toolkit suggests there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.	All subject leader will develop master within their subject areas and monitor evidence of implementation within planning and book monitoring. Identify and monitor vulnerable children throughout the year Assemblies/PSE curriculum developed to continue to support and embed Growth Mindset Curriculum lead to develop links with EBD to ensure children are exposed to aspiration. SMSC committee will continue monitor aspiration strategies through across the school. School to take part in PBS Mental Health and well-being project in Spring term.	SLT/SH/SMSC committee	

<p>Children's SEMH needs are being addressed.</p>	<p>Explicit teaching of cultures linking to schools promotion of British values (tolerance and respect for different cultures and views), via outside external professionals</p> <p>Continue to ensure there is a range of visitors come into school to deliver key messages around other cultures</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 want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.</p> <p>EFF toolkit suggests that outdoor education had a positive impact on improving outcomes. This will be combined with work on Growth mindset</p>	<p>SLT and Governors will monitor provision for higher attaining children.</p> <p>Assessment cycle will enable SLT to monitor those children achieving "AGD" to ensure they stay on track and this will be linked to Parents assertive mentoring meetings to ensure parents are aware of potential and progress.</p> <p>Specific monitoring around children with social, emotional and communication difficulties.</p> <p>Have a clear plan for "whole school" culture days set out at the start of the year.</p>	<p>SLT/SJ/SMSC committee</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>Children's SEMH needs are being addressed.</p>	<p>Continue to develop Word Aware strategies ensuring all new staff are aware of expectations for teachers to ensure vocabulary is explicitly taught.</p> <p>Use of Oxford owl press reading materials to promote reading at home and help teachers identify and gaps in reading comprehension skills.</p> <p>English lead will focus on promoting reading across the school through.</p> <p>Continue to run a range of targeted clubs across all key stages to address individual barriers to learning or develop areas of strength of PP children.</p>	<p>Limited vocabulary is having a negative impact on the progress of PP children across the school. Some of the students need targeted support to widen their exposure to higher level "tier 2" vocabulary and some need additional challenge to excel.</p> <p>EEF toolkit suggests there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.</p> <p>EFF research states that Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension -focused, dialogue and interaction. EFF - On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be</p>	<p>FFT records of impact, S&L records of impact "Talk boost" initiative Growth minset survey Children achieving AGD ELKAN work Afterschool club analysis Analysis of planning and use of language within books</p> <p>Oxford owl reading tracking</p>	<p>SLT/Inclusion Manager/EY lead</p>	

		carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.			
Children's SEMH needs are being 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 towards individual targets/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. EEF suggest that helping the development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving	Observation of provision Analysis of individual targets. Dissemination of good practice across the school via staff meetings and briefing sessions	DHT/L2L	
Children's SEMH needs are being 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. EEF suggest that helping the development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving	Observation of provision Analysis of individual targets. Dissemination of good practice across the school via staff meetings and briefing sessions	HW/DW	
Children's SEMH needs are being addressed. Increase resilience of children in receipt of PP	Employment of .05 LSAs to provide ELSA provision across the school.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. EEF suggest that helping the development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving	Analysis of engagement of those children receiving ELSA Analysis of outcome Behaviour/Welfare notes Pupil conference Parent feedback	HW/ELSA	
Total Budget – Quality teaching for all					£96,550
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.	<p>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.</p> <p>EEF toolkit suggests there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.</p>	<p>Monitor teaching, learning and planning. Pupil conference Pupil outcomes Inclusion manager will monitor impact of support staff.</p>	Phase leaders, DHT/HT	
Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth. Children's SEMH needs are being addressed.	Teachers to un Easter school for Y6 – comprising a mix of academic and pastoral activities.	EEF - Greater impacts (as much as four additional months' progress) can be achieved when summer schools are intensive, well-resourced, and involve small group tuition by trained and experienced teachers	Monitor attendance at clubs KS2 outcomes	HT/Y6 team	
Improve communication and language skills for pupils eligible for PP in Reception class and into Year 1 and beyond	Employment of 1 x 0.5 FTE 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.	<p>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.</p> <p>EEF toolkit suggests there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.</p>	Take part in network groups to ensure RR teacher is up-to-date in her practice Observation of lessons, Pupil outcomes	Inclusion Manager	
Children's SEMH needs are being addressed.	Participation in early transition project with local schools for children identified as vulnerable in moving on.	EEF On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils.	Feedback from local secondary schools	SLT/Y6 Team	

Improve communication and language skills for pupils eligible for PP in Reception class and into Year 1	Employment of additional 1 FTE teaching assistants in YR class to enable smaller group and focus teaching	<p>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</p> <p>EEF suggest that helping the development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving</p>	<p>Ensure all TAs are trained in effective EY practice</p> <p>Observations</p> <p>Pupil outcomes</p>	Early Years Phase leader	
Improve communication and language skills for pupils eligible for PP in Reception class and into Year 1	Employment of an 0.6 FTE 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.	<p>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</p>	<p>Ensure all HLTA are trained in effective EY/KS1 practice</p> <p>Observations</p> <p>Pupil outcomes</p>	Inclusion Manager	

Total budgeted cost £ 69, 450

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	End of year Review
Children's SEMH needs are being addressed.	Participate in Mental Health and Wellbeing project	<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>EEF suggest that helping the development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving</p>	<p>Start/End of year audit</p> <p>Pupil conference</p> <p>Parent feedback</p> <p>Staff feedback</p>	SLT/ELSA/HSWL	

Pupils in receipt of PP understand the impact an education has on career choices	Aspiration and careers initiatives promoting aspirations across KS1/2 and 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	Continue to engage parents via Marvellous me to improve parental awareness of their children's successes	We want to engage parents in their children's learning and believe engaging them through technology by informing them of successes will have a positive impact generally on engagement. EEF Parental engagement is consistently associated with pupils' success at school	Monitor statistics relating to use by pupil group and parental uptake of app.	HT/SLT	
Children's SEMH needs are being addressed. Increase resilience of children in receipt of PP	Provision of Milk, Orange and apple juice for all children at lunchtimes to promote healthy living.	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 outcomes.	Monitor lunchtimes Education to re-enforce the benefits of healthy diets to children and parents.	JH/HT	
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 EEF research shows that parental engagement in early years education is consistently associated with children's subsequent academic success.	Monitor parental involvement Develop set of expectations around quality dialogue and key messaged 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. EEF research shows that parental engagement in early years education is consistently associated with children's subsequent academic success.	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	

<p>Increased attendance and punctuality rates for pupils eligible for PP</p> <p>Children's SEMH needs are being addressed.</p>	<p>Provision of Breakfast Club - 50% subsidy for PP children</p>	<p>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.</p>	<p>Regular monitoring of attendance/lateness</p>	<p>JP/HT</p>	
<p>Parents of pupils eligible for PP engage with their children's learning and encourage/support the high aspirations of the school</p> <p>Increased attendance and punctuality rates for pupils eligible for PP</p>	<p>Travel Costs for HSLW in regard to collecting and returning children</p>	<p>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.</p> <p>EEF research also shows that parental engagement in early years education is consistently associated with children's subsequent academic success.</p>	<p>Regular monitoring of attendance/lateness</p>	<p>HW/LB</p>	
Total budget cost – other support					£78,316
Total cost to school for Pupil premium support 2019-20					£244,316