

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Barlborough Primary School (pp budget calculated by 2/3 of 2016-17 financial year and 1/3 2017/18 financial year)				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£23260	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	217	<b>Number of pupils eligible for PP</b>	16 + 2 service pupils	<b>Date for next internal review of this strategy</b>	Feb 2018

## 2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected or above in reading, writing &amp; maths (or equivalent)</b>	<b>0%</b>	60%
<b>End of KS2 Progress score in reading</b>	<b>-3.88</b>	-1.88 (all pupils)
<b>End of KS2 Progress score in writing</b>	<b>0.64</b>	-1.63 (all pupils)
<b>End of KS2 Progress score in maths</b>	<b>-0.80</b>	0.57 (all pupils)

## 3. Barriers to future attainment (for pupils eligible for PP)

### **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Limited understanding in core areas of the curriculum – not secure in the basics and therefore not ready to move on with learning.
<b>B.</b>	Disadvantaged pupils are not meeting objectives as quickly as other pupils, therefore making less progress in reading and maths at Key Stage 2.
<b>C.</b>	Poor home learning environment for some children as well as social and emotional difficulties.

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

<b>D.</b>	Low attendance of a small number of disadvantaged pupils.
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<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be</i> )		<b>Success criteria</b>
<b>A.</b>	Disadvantaged pupils more secure in the basics and therefore ready to move on in their learning - attainment gap narrowed between disadvantaged pupils and other pupils.	The percentage of disadvantaged pupils achieving 'expected' in all year groups will increase and not differ significantly from other pupils Nationally.
<b>B.</b>	Higher rates of progress in reading and maths in Key Stage 2 for disadvantaged pupils.	Pupils eligible for pupil premium make more than the expected 6 points progress each academic year in reading and maths. Measured in all year groups by teacher assessment and successful moderation including across schools. Also formal assessment in year 6.
<b>C.</b>	Pupils have access to a calm and nurturing environment as well as support with social and emotional difficulties.	Disadvantaged pupils are given priority access to the 'Nest' – Nurture group - learning mentor time, Forest Schools and breakfast club. Fewer behaviour incidents recorded for these children; less involvement required from the MAT and social care. The children's basic needs are being met and they are therefore ready to learn.
<b>D.</b>	Increased attendance rates for pupils eligible for pupil premium.	No disadvantaged children are classed as persistent absentees i.e. all attendance is above 90%. Where attendance falls below 93% there is timely intervention including working with the MAT and social care.

<b>5. Planned expenditure</b>	
<b>Academic year</b>	<b>2017-18</b>
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	
<b>i. Quality of teaching for all</b>	

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>A. Disadvantaged pupils more secure in the basics and therefore ready to move on in their learning - attainment gap narrowed between disadvantaged pupils and other pupils.</p> <p>B. Higher rates of progress in reading and maths in Key Stage 2 for disadvantaged pupils.</p>	<p>Smaller class sizes in Key Stage 2 (years 4-6) in English and Maths - £3000 (90% from main school budget – based on 10% of cohorts being disadvantaged).</p> <p>TA support in class for disadvantaged pupils – 15.5 hours per week £10000</p>	<p>All pupils should have access to quality first teaching. If teaching is good then the children should make good progress and attain well. Smaller class sizes will enable more focused teaching and therefore children will be able to progress well at their different levels of attainment.</p>	<p>Lesson observations, book and planning scrutiny and data will show that teaching in years 4-6 is good. The children will make good progress and the gap between disadvantaged and non-disadvantaged pupils will be narrowed.</p>	KTB	Throughout the year through monitoring schedule.
<b>Total budgeted cost</b>					<b>≈£13000</b>

## 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?
<p>A. Disadvantaged pupils more secure in the basics and therefore ready to move on in their learning - attainment gap narrowed between disadvantaged pupils and other pupils.</p> <p>B. Higher rates of progress in reading and maths in Key Stage 2 for disadvantaged pupils.</p>	<p>R-to-R – ran by teaching assistants. Disadvantaged children will be given priority access to this intervention each afternoon (approximately 15 hours per week for disadvantaged pupils).</p> <p>Catch Up Numeracy – 2 disadvantaged pupils each term ran by TA (approximately 2 hours per week for disadvantaged pupils).</p>	<p>Some of the pupils need targeted support to catch up. By using the pupil's current assessment record the staff can ensure they are addressing the gaps in the children's knowledge and understanding. 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.</p>	<p>Extra teaching time and preparation time paid out of pupil premium budget, not sought on a voluntary basis. High quality teacher and teaching assistants used in the sessions.</p> <p>Intervention planning checked to ensure it is meeting the needs of the identified pupils.</p>	Head teacher	At the end of each half term when data is submitted.

<b>Total budgeted cost</b>					<b>≈£7000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C. Pupils have access to a calm and nurturing environment as well as support with social and emotional difficulties.	The nest nurture group to take place one afternoon per week in a hired room in the village hall; Forest Schools to run one afternoon per week and breakfast club every day.  Breakfast club = £500 per year to cover cost of food. Nest = £2080 per year.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	Head teacher	At least termly.
D. Increased attendance rates for pupils eligible for pupil premium.	Office staff to monitor the attendance of identified children and inform the headteacher when these children are absent from school. First day response.	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.	Ensure office staff are briefed about existing absence issues. Office staff, teachers and head to collaborate to ensure standard school processes work smoothly together. Close liaison with MAT and social care. Timely intervention.	Head teacher	At the end of each half term with the ewo plus at regular core group meetings/child protection meetings.
<b>Total budgeted cost</b>					<b>≈£2580</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2016-17</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

A. All pupils, including those that are disadvantaged have access to teaching which is consistently 'good'.	Talk for Writing across the school.  Selected member of staff to attend TSA training 'Always Good.'	Good progress was made in writing by most children in all year groups except one. Feedback from the children is very positive and they enjoy the strategies used.  All Pupils in the class where the teacher undertook 'Always Good' training made good progress in reading and maths. Less progress was made in GPAS and inadequate progress was made in maths.  Progress of PP children was variable.	Moderation needs to be more thorough in some year groups to ensure end of year assessment is accurate. Assessment system changed for particular year group – expectations raised.  Limited feedback from the course leader regarding strengths and areas for development etc. Identified teacher to share learning with the management team and staff team where appropriate – learning was more relevant to the individual teacher rather than the whole school. Ensure all future	£800

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A. Attainment gap narrowed between disadvantaged pupils and other pupils.  B. Higher rates of progress in writing and maths in Key Stage 2 for disadvantaged pupils.	121 and small group provision based on the children's current assessment including some after school boosters. Interventions planned to address gaps.	Most Key Stage 1 disadvantaged children made expected progress.  Many pupils in Key Stage 2 made at least expected progress throughout the year; some pupils in Key Stage 2 made more than expected progress. Some pupils did not make the expected progress despite receiving intervention.  In the end of year KS2 tests, disadvantaged pupils made better progress in writing than non-disadvantaged pupils. However, they made less progress in maths. The area where disadvantaged pupils made significantly less progress was reading.	Staffing issues prevented some interventions from running consistently - consider how this might be avoided in future. The planning of interventions was not always effective as teachers were planning sessions for pupils that they didn't teach that subject to – the way interventions are organised needs to be changed in future.	£8000

## iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

C. Pupils have access to a calm and nurturing environment as well as support with social and emotional difficulties.	The nest nurture group; learning mentor to have a clear timetable of 121 and small group work; 'boys club' to run each lunch time and breakfast club every day; creative mentor for LAC.	The nurture group/learning mentor was effective in supporting the children with social and emotional development as well as helping those children with challenging behaviour (boxall profiles). The children speak very positively about their nurture group experience. Boys' club helped improve behaviour on the playground at lunchtimes – reduction in the number of incidents/lunchtime exclusions. Breakfast Club – helped improve punctuality. Creative mentor – no impact.	The nurture group/learning mentor is an effective way of supporting pupils with social and emotional development. This should continue while ever children require this intervention.  Boys' Club will be used when required – shouldn't be necessary at the start of 2017-18.  Breakfast club to continue – subsidised for pupil premium children. Creative mentor will not be continued.	£18000
D. Increased attendance rates for pupils eligible for pupil premium.	Office staff to monitor the attendance of identified children and inform the headteacher when these children are absent from school. First day response.	Attendance of disadvantaged children is variable. Some children have excellent attendance but other children is very low and still requires significant improvement.	Attendance of disadvantaged children continues to require improvement and close monitoring. Continue first day response and work with ewo.	

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Underspend (£680) to be used for support with educational visits. Possible raising aspirations trip for disadvantaged pupils in the Spring term.

