

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Barlborough Primary School (pp budget calculated by 2/3 of current financial year and 1/3 next financial year)				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£32415	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	201	<b>Number of pupils eligible for PP</b>	32 + 2 service pupils	<b>Date for next internal review of this strategy</b>	Feb 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2018)</i>
<b>% achieving expected or above in reading, writing &amp; maths (or equivalent)</b>	<b>15%</b>	29%
<b>End of KS2 Progress score in reading</b>	<b>tbc</b>	0.31 (all pupils)
<b>End of KS2 Progress score in writing</b>	<b>tbc</b>	0.24 (all pupils)
<b>End of KS2 Progress score in maths</b>	<b>tbc</b>	0.31 (all pupils)

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<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 core subjects.
<b>C.</b>	Poor speech and language skills.
<b>D.</b>	Poor memory – children don't remember what they have been taught.
<b>E.</b>	Attitude to learning and behaviour – a very small number of disadvantaged children do not consistently follow the school rules and this impacts on their readiness to learn.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>F.</b>	Poor home learning environment for some children as well as social and emotional difficulties.	
<b>G.</b>	Limited access to technology to support learning at home – particularly if needing to isolate or in the case of lockdown.	
<b>H.</b>	Low attendance of a small number of disadvantaged pupils.	
<b>I.</b>	Challenging home life i.e. safeguarding issues such as domestic abuse, drug use, mental health.	
<b>J.</b>	Limited opportunities outside of school due to financial constraint.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</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 core subjects for disadvantaged pupils.	Pupils eligible for pupil premium make at least the expected 6 points progress each academic year in core subjects and ideally more than 6 points. Measured in all year groups by teacher assessment and successful moderation including across schools. Also formal assessment in year 6.
<b>C.</b>	Speech and language programmes in place to support identified pupils, particularly those children in Reception.	The majority of children in Rec make good progress in speech and language and reach the relevant ELGs. Other children across the school make good progress in their individual programmes.
<b>D.</b>	Memory programmes in place to support those children who struggle to retain learning.	Children have access to relevant memory programmes. Their memory improves and the children start to retain learning, therefore impacting on their attainment.
<b>E.</b>	Improved attitude to learning and behaviour of identified pupils.	Identified children are settled in the classroom and they want to learn. There are less incidents of negative behaviour on the playground.

<b>F.</b>	Pupils have access to a calm and nurturing environment as well as support with social and emotional difficulties.	Identified children have improved behaviour profile. Fewer behaviour incidents recorded for these children; less involvement required from early help offer and social care. The children's basic needs are being met and they are therefore ready to learn.
<b>G.</b>	Disadvantaged pupils have access to technology through either the lending library or subsidised purchase options.	All disadvantaged pupils can access remote learning. Lending library established as well as subsidised help to buy scheme.
<b>H.</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>I.</b>	Safeguarding is given high priority and the school's early help offer is effective; positive relationships with social care in order to ensure the children have the required support.	Clear communication and good working relationships with family support worker, external agencies and social care. Attendance at TAF meetings, core groups and conferences. Children's needs are met allowing the children to focus in school – this impacts positively on their attainment and progress.
<b>J.</b>	Children are given access to extra-curricular activities and opportunities in school so that they don't miss out on these.	Children participate in after school clubs and school trips.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2020-21</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>					
<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>

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.  B. Higher rates of progress in core subjects for disadvantaged pupils.	Extra TA support in class – this will benefit all pupils but will particularly support the disadvantaged – more effective differentiation – 15.5 hours per week <b>£10000</b>  Teach active purchased to make Maths and English lessons more active and more engaging for pupils <b>£975</b>	All pupils should have access to quality first teaching. If teaching is good then the children should make good progress and attain well. Teaching should be informed by accurate assessment that identifies gaps and therefore the next steps the children need to work on.	Lesson observations, learning walks, book and planning scrutiny and data will show that teaching is at least good. The children will make good progress and the gap between disadvantaged and non-disadvantaged pupils will be narrowed.	KTB	Throughout the year through monitoring schedule.
	CPD - Access to CPD opportunities for all teachers by joining Learner's First - <b>£1000.</b> Plus cover for teachers attending identified CPD - <b>£700.</b>  SENDCO qualification - <b>£500 contribution</b>	Learner's First is part of the English Hub. Data shows that writing is an area of concern across the school. By engaging with the English Hub, we hope to raise attainment in writing.  By developing the knowledge and understanding of the new SENDCO, she will be able to support both teachers and teaching assistants in making lessons accessible to all children.	Staff to feedback learning at staff meetings – develop practice. This should be evident through lesson observations, learning walks, book and planning scrutiny and pupil data.	TC  RB	Throughout the year through monitoring schedule.
	Release time for English coordinator to focus on developing teaching and learning across the school – including mentoring and working with other teachers. <b>£4000.</b>	Data shows that English, particularly writing is a priority area across the school. As the English lead is relatively new to the school, he needs time to evaluate teaching and learning in English in order to make appropriate recommendations.	CPD – INSET/staff meetings – teaching and learning in English is developed. English leader's action plan – regularly updated and evaluated.	TC	Review March 2021.
<b>Total budgeted cost</b>					<b>≈ £17175</b>
<b>ii. Targeted support</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>

<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>C. Speech and language programmes in place to support identified pupils, particularly those children in Reception.</p> <p>D. Memory programmes in place to support those children who struggle to retain learning.</p>	<p>Educational psychologist assessment of identified pupils <b>£1000</b></p> <p>30 mins booster session with Y6 teacher – each week until July 2021. <b>£600</b></p> <p>Various interventions in order to address the children's gaps in their understanding – small group work or one to one <b>£3500</b> e.g. Catch Up Numeracy, Reading Recovery, Read, Write, Inc, TalkBoost etc.</p> <p>R-to-R/pre-teach – ran by teaching assistants. Disadvantaged children will be given priority access to this intervention each afternoon (approximately 2 hours per week for disadvantaged pupils). <b>£1300</b></p> <p>Reading Eggs <b>£100</b></p> <p>Memory – e.g. Lucid memory booster <b>£248</b></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. Individual additional assessment before and at the end of the intervention will show the amount of progress the children have made.</p>	<p>Intervention planning checked to ensure it is meeting the needs of the identified pupils.</p> <p>Provision map in place.</p>	<p>KTB</p> <p>RB</p> <p>All teachers</p>	<p>At the end of each term at pupil progress meetings.</p>
<b>Total budgeted cost</b>					<b>≈ £6748</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>
<p>E. Improved attitude to learning and behaviour of identified pupils.</p>	<p>Support and advice from DCC behaviour support <b>£450</b></p> <p>Extra TA support to deliver suggestions i.e. Forest Schools. <b>£1300</b></p>	<p>Children need to be ready to learn. Disruptive behaviour not only impacts on the child's attainment but also those around them. Programmes such as Forest Schools enable the child to be active and to take risks in a controlled way.</p>	<p>Learning walks, intervention records, discussion with class teacher, pupil progress meetings, behaviour records.</p>	<p>CHS</p>	<p>March 2020</p>

F. Pupils have access to a calm and nurturing environment as well as support with social and emotional difficulties.	Priority access to Family Support Worker <b>£3000</b> Cool Milk/breakfast club <b>£500</b>	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.	KTB	At least termly.
G. Disadvantaged pupils have access to technology through either the lending library or subsidised purchase options.	Laptop library established – priority access for disadvantaged pupils <b>£3000</b>	Due to the necessity for remote learning when children are isolating or in the event of local or national lockdown. Parental feedback from first lockdown identified lack of pupil access to appropriate technology as a major barrier.	Records sheets. Regular discussions with class teacher.	MR	April 2020
H. 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.
I. Safeguarding is given high priority and the school's early help offer is effective; positive relationships with social care in order to ensure the children have the required support.	Attendance at TAF meetings, core groups and conferences.  Disadvantaged families have priority access to family support worker.	Children's emotional needs need to be met and they need to feel safe and secure in order for them to be ready to learn.	Report concerns in a timely manner. Attend all planned meetings or send a representative if unavailable. Ensure records are accurate and kept up to date – clear chronology. Ensure concerns are always chased up and escalated if necessary.	Head teacher	Termly – head teacher's report to governors.
J. Children are given access to extra-curricular activities and opportunities in school so that they don't miss out on these.	Financial support for school trips etc. <b>£250.</b>	All children should be able to access a wide range of opportunities and experiences to will help them develop new interests and skills. No child should be at a disadvantage because their parents cannot afford to pay for such experiences.	Discussion with SBO – take up of clubs and trips; liaison with disadvantaged parents to see if the school can help out in anyway.	KTB	Ongoing.
<b>Total budgeted cost</b>					<b>≈ £8500</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2019-20</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<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 core subjects in Key Stage 2 for disadvantaged pupils.</p>	<p>Supervision style sessions with teachers in order to discuss provision for disadvantaged pupils as well as any other pupils causing concern. Half a day for each class each term - <b>£2000</b></p> <p>Extra TA support in class for disadvantaged pupils – 15.5 hours per week <b>£10000</b></p> <p>Improved marking – children aware of what they have done well and how they need to improve. Renew Mark Mate <b>£600</b>.</p>	<p>Provision discussed for disadvantaged pupils during the Autumn term – this was not possible after March 2020 due to the National lockdown. However, staff checked up regularly on all pupils. The extra TA support clearly had an impact on all pupils as this supported differentiation. TAs were also able to support children during the lockdown. Teachers started using Mark Mate but most found they preferred to mark books by hand.</p>	<p>Disadvantaged pupils to be discussed at pupil progress meetings.</p> <p>Extra class support to continue as this really supported differentiated and enabled gaps in knowledge and understanding to be addressed.</p>	<b>£10600</b>
<p>G. Children are given access to extra-curricular activities and opportunities in school so that they don't miss out on these.</p>	<p>Y5 pupils to access Ready to Rock music - <b>£500</b>.</p>	<p>This didn't happen due to the National lockdown.</p>	<p>Reconsider in the future when things in schools return to normal and visitors are encouraged again.</p>	<b>£0</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>

<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>D. Appropriate support is in place in order to manage pupils' medical needs and therefore limit the impact on children's attainment and progress.</p>	<p>Reading Recovery training for identified TAs.- <b>£700</b>. PiRA credits for assessment <b>£50</b>.</p> <p>After school tuition for Y5/6 pupils. <b>£2500</b></p> <p>30 mins booster session with Y6 teacher. <b>£600</b></p> <p>Various interventions in order to address the children's gaps in their understanding – small group work or one to one <b>£4800</b> e.g. Catch Up Numeracy, Reading Recovery, Read, Write, Inc etc.</p> <p>R-to-R/pre-teach – ran by teaching assistants. Disadvantaged children will be given priority access to this intervention each afternoon (approximately 2 hours per week for disadvantaged pupils). <b>£1300</b></p> <p>Reading Eggs <b>£100</b></p>	<p>Identified TAs trained in Reading Recovery and they started to carry out sessions with selected pupils. However, this came to an abrupt end due to lockdown.</p> <p>After school tuition, booster sessions and various interventions including R2R and pre-teach were successful up until the lockdown, support was then given remotely. As no end of year data is available it is difficult to analyse impact, but staff feedback is positive.</p> <p>Children engaged well with Reading Eggs and made good progress on the programme.</p>	<p>Strategies seemed to be working well up until the lockdown – continue next year.</p>	<p><b>£10050</b></p>
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### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>C. Pupils have access to a calm and nurturing environment as well as support with social and emotional difficulties.</p>	<p>Learning mentor drop in (one hour of 2 funded by pupil premium) and priority access to Family Support Worker <b>£585</b></p> <p>NLP for kids for identified pupils – disadvantaged pupils get priority access. <b>£2100</b></p>	<p>The family support worker and learning mentor supported numerous families throughout the year including during the lockdown. Behaviour was good throughout the school.</p> <p>Feedback from NLP for kids sessions was positive – the children enjoyed working with the practitioner and started to use strategies learned in the wider context.</p>	<p>Learning mentor resigned July 2020. Consider additional hours for family resource worker due to increased need following the lockdown.</p> <p>Reconsider using NLP for kids when visitors are encouraged back in schools.</p>	<p><b>£2685</b></p>
<p>E. Increased attendance rates for pupils eligible for pupil premium.</p>	<p>Office staff to monitor the attendance of identified children and inform the headteacher when these children are absent from school. First day response.</p>	<p>Attendance of disadvantaged children is variable and is not as good as non-disadvantaged pupils. Some children have excellent attendance but other children's is very low and still requires significant improvement. Not all disadvantaged pupils engaged with remote learning during lockdown.</p>	<p>Attendance of disadvantaged children continues to require improvement and close monitoring. Continue first day response and work with Family Support Worker.</p>	<p><b>£0</b></p>

<p>F. Safeguarding is given high priority and the school's early help offer is effective; positive relationships with social care in order to ensure the children have the required support.</p>	<p>Attendance at TAF meetings, core groups and conferences.</p> <p>Purchase of CPOMS in order to develop a clear chronology of incidents. <b>£645.</b></p>	<p>Safeguarding remained high priority throughout the school, even during the lockdown. CPOMs supported communication and staff were able to log incidents even when working at home.</p>	<p>Continue to work with family support worker – possible increase in hours. Continue to use CPOMs to log incidents, build a chronology and aid communication.</p>	<p><b>£645</b></p>
<p>G. Children are given access to extra-curricular activities and opportunities in school so that they don't miss out on these.</p>	<p>Financial support for school trips and extra-curricular activities including after school clubs. <b>£1000.</b></p>	<p>All children participated in school trips and activities throughout the year including all disadvantaged Y6 pupils attending the residential visit to London.</p> <p>Several disadvantaged children attended breakfast club – this gave them a positive start to the school day.</p>	<p>To continue where possible.</p>	<p><b>£1000</b></p>

## 7. Additional detail

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