



Bartons Primary School Pupil Premium Strategy

2018-2019

1. Summary information					
School	Bartons Primary School				
Academic Year	2018-19	Total PP budget	7/12 (Sept-Mar) of total allocation in 2018-19 budget = £43,382 5/12 (Apr-Aug) of total allocation 2019-20 budget = £ 41,512 Total 18/19 academic year available PP funding = £ 84,894	Date of most recent PP Review	July 19
Total number of pupils	230	Number of pupils eligible for PP	FSM/EVER6 = 39 LAC = 1 Post LAC= 6 Total = 46 (20%)	Date for next internal review	July 19

2. Current attainment - July 2018		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving GLD in EYFS	17% (6)	79% (24)
% passing phonics screening	83%(11)	74% (19)
% achieving expected standard or above in Year 2 reading	50% (2)	64% (28)
% achieving expected standard or above in Year 2 writing	50% (2)	57% (28)
% achieving expected standard or above in Year 2 maths	50%(2)	60% (28)
% achieving expected standard or above in Y2 reading, writing & maths	50%(2)	57% (28)
% achieving expected standard or above in Year 6 reading	60% (6)	45% (20)
% achieving expected standard or above in Year 6 writing	60%(6)	40%(20)

% achieving expected standard or above in Year 6 maths	40% (6)	55% (20)
% achieving expected standard or above in Y2 reading, writing & maths	20% (6)	30% (20)
Progress measure KS1-2 in Reading in Y6	-5.5	-3.9
Progress measure KS1-2 in Writing in Y6	-3.5	-4.6
Progress measure KS1-2 in Maths in Y6	-5.8	-1.6

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor oral language skills (receptive and expressive) which impact on all areas of the curriculum
B.	Slow development of early reading skills in EYFS and KS1 hinders the development of comprehension skills.
C.	Lack of independence and poor spellings skills lead to low quality writing.
D.	Weak reasoning skills in maths across all year groups (partly linked to language skills)
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance rates for PPG 2017-2018 = 94.65% Poor attendance reduces school hours and leads to slow progress academically and socially.
F.	Lack of parental involvement supporting homework, spelling and reading. Non-engagement with school events.
G.	Limited access to extra-curricular activities and educational experiences.
H.	Increased number of pupils needing social and emotional support to access their education.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improved oral language skills (receptive and expressive) to support learning in all areas of the curriculum.	Pupils eligible for PPG funding make rapid progress in EYFS and KS1.
B.	Proficient early reading skills in EYFS and KS1 to support the development of reading comprehension later on.	Pupils eligible for pupil premium make rapid progress by the end of the EYFS and Y2 so that they meet age related expectations.
C.	Higher quality of writing due to increased independence and better spelling.	Pupils eligible for pupil premium make rapid progress so that they meet age related expectations.
D.	Improved reasoning skills in maths across all year groups.	Pupils eligible for pupil premium make rapid progress so that they meet age related expectations.
E.	Improved attendance of pupils eligible for PPG funding (above 96%)	To ensure the attendance of the pupil premium is in line with national 96%
F.	Increased parental engagement in school events e.g. parents evening and workshops.	Increase the % of parents of pupils eligible for PPG funding attending parent workshops. 100% of parents of pupils eligible for PPG to attend parents evening. All pupils eligible for PPG funding completing homework on a regular basis.
G.	Embed the Growth Mind-set approach, increase resilience and aspiration.	All pupils eligible for Pupil Premium Funding will have the opportunity to develop socially and emotionally so there is limited impact on their attainment and progress.
H.	Improved opportunities for pupils to attend extra-curricular activities.	All Year 6 pupils to attend the residential Children to take part in school trips/clubs as appropriate.

5. Planned expenditure					
Academic year		2018-2019			
The three headings enable you to demonstrate how you 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	When will you review implementation?
A. Improve oral language skills (receptive and expressive) for pupils eligible for PPG in EYFS and beyond.	<ul style="list-style-type: none">• Use Speech and Language screening tools on entry in Sept.• Language interventions in place for pupils identified. (School Start/Narrative therapy)• Visual prompt cards used to support learning and help oral narration.• Increase opportunities for speaking, listening, and oral rehearsal through ‘playful’ teaching and modelling.• Ensure language rich environment for pupils to practise what they are taught.• Additional TA support for intervention.• Staff model correct language at all times.	EEF Toolkit - Early intervention Impact +5 months EEF Toolkit – Oral language intervention Impact +5 months With improved oral skills, the pupils will be able to speak and write fluently.	<ul style="list-style-type: none">• Learning walks• Intervention and lesson observations• Book Looks• Intervention records and pre/post assessment	EYFS lead SENCo English Leader	July 2019 - EYFS/KS1 data analysis
B. Focussed teaching of early reading skills in EYFS and KS1 to support the development of reading comprehension in KS2 for pupils eligible for PP funding. .	<ul style="list-style-type: none">• Staff training on on-going phonics approach• Additional teacher for small group phonics sessions with PPG children• Choose high quality texts with a focus on vocabulary, word choices and inference.• Staff training in developing comprehension skills across KS2 and giving quality feedback.• Rich texts used across curriculum.	Phonics data has improved year on year but is not yet 95% or fully impacting on the reading score at KS1. KS2 data from July 2018 was very low and progress -4.1 EEF Toolkit 1:1 tuition Impact +5 months EEF Small group work Impact +4 months	<ul style="list-style-type: none">• Use INSET and staff meetings to deliver training• Observations• Learning walk. Governor learning walk.• Moderation of reading for KS1• Half-termly phonics tracking and reorganisation of groups.	SENCo English Leader Phonics Leader	July 2019 - Data analysis and Pupil progress meetings.

C. Improve independence in writing and quality of spellings for pupils eligible for PP funding.	<ul style="list-style-type: none"> • T4W approach to focus on the style and vocabulary in a text. • High quality texts being used in class, • Improved technology in class to share and model writing skills. • Whole school tracking of CEW accuracy. • Increased emphasis on editing and redrafting. Including small group or individual support • Small group interventions planned by CT for TAs. • Spelling intervention using mastery, precision and spell-its approach 	<p>Writing outcomes in school are not improving in line with reading and maths.</p> <p>Internal data follows the pattern of the PPG achieving less than non-PPG</p>	<ul style="list-style-type: none"> • English Leader planning sampling. • Observations • Learning walks. • Data tracking for writing • CEW discussion at Pupil Progress meetings. • Book Looks • Interventions records • Pupils voice • CPD individual or while staff • Locality moderation 	<p>English Leader</p> <p>DT/HT</p> <p>SENCo</p>	<p>July 2019 - Pupil progress and data analysis</p>
D. Develop reasoning skills in maths across all year groups.	<ul style="list-style-type: none"> • Participation in further Numicon and in-school work on mastery. • CPA approach to be evident in all maths lessons provision • CPD - Confidence in whole class teaching with subtle differentiation. Quality first teaching for all. • First class for number groups in Year 2. • Pupils given feedback and challenged to prove it. • TT rock stars. 	<p>Improvements seen in 2017-2018 data.</p> <p>Pupil voice and confidence in maths.</p> <p>EEF Toolkit – Feedback for pupils Impact +8 months</p>	<ul style="list-style-type: none"> • Use INSET and staff meetings to deliver training, • Feedback in maths policy adhered to across all year groups. • Moderation in locality for KS1 • Beam or Numicon-breaking barriers to identify problems. • Learn its tracking 	<p>Maths Leader</p> <p>HT</p>	<p>July 2019 - Pupil progress and data analysis</p>
Total budgeted cost					£40,000

ii. Targeted support

Intended 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?
E. Improve the attendance of pupils eligible for PPG funding to above 96%.	<ul style="list-style-type: none"> Designated member of staff to track and monitor attendance Designated member of staff to develop relationships with key families in order to create positive engagement and home-school links. 	School based research shows that reduced school hours causes PPG pupils to fall behind academically and socially.	<ul style="list-style-type: none"> Monitor the impact on attainment of PP pupils HT/DHT and admin staff work together to ensure efficient process for monitoring regularly. 	DHT/HT	July 2019 Attendance data analysis
F. Increase parental engagement in school events e.g. parents evening and workshops.	<ul style="list-style-type: none"> Children to send individual invitations to parents for workshops to increase participation. Parent not signing up for parents evening invited to do so or asked to attend a meeting at another time. Teachers to liaise with SENCO for support in engaging families. Teachers to provide explanation for homework. 	<p>EEF toolkit parental involvement Impact +3 months</p> <p>EEF toolkit Primary homework Impact +2 months</p>	<ul style="list-style-type: none"> Vulnerable parents will be encouraged to seek Staff to actively invite parents to events. Follow up calls to parents of pupils eligible for PP funding to meet. Monitor homework completion. 	HT	Post parents evening and Pupil progress meetings.

<p>G. Continue to develop growth Mind-set approach Provide nurture groups, or play therapy sessions where needed.</p>	<ul style="list-style-type: none"> • Swiftly identify children with social and emotional barriers – nurture group with TA. • Play therapy as needed. • Secure ELSA training. • Teacher CPD related to promote positive attitudes. 	<p>Small but growing number of pupils whose social, emotional and mental health difficulties having a negative impact on achievement and wellbeing.</p> <p>Learners to be aware of why it is important to maintain a positive attitude.</p> <p>EEF Metacognition and resilience approaches Impact +7 months</p> <p>EEF Social and Emotional intervention Impact +4 months</p>	<ul style="list-style-type: none"> • Pupil voice – high and increasing levels of self-motivation • Impact measured by class teachers/SENCO • EEF materials to be used in staff meetings. 	<p>SENCO HT</p>	<p>July 2019 Pupil progress meetings.</p>
<p>H. Improved opportunities for pupils to attend extra-curricular activities.</p>	<ul style="list-style-type: none"> • Provide opportunity to attend Forest schools to develop skills. • Cover cost of residential in Year 6 if appropriate. Liaise with HT • Contributions towards educational trips and school or sports clubs. • Class teachers/TAs to identify appropriate opportunities and discuss with HT 	<p>EEF Outdoor adventure learning Impact +4 months</p> <p>EEF Sports opportunities Impact +2 months</p> <p>Learning is supported by trips that are carefully planned to enhance the curriculum Social skills independence and team work are developed through participation residential visits</p>	<ul style="list-style-type: none"> • Business manager to manage funding • Pupil voice – Forest School • Class teacher feedback 	<p>DHT HT</p>	
<p>Total budgeted cost</p>					<p>£13,000</p>

iii. Other approaches					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none">• To ensure children are included and part of Team Bartons.• To ensure children have the kit they need for PE.	<ul style="list-style-type: none">• Provide uniform vouchers• Teachers and SLT to identify pupils in need of assistance.	Children need to feel included and part of the school ethos in order to want to attend and participate.	<ul style="list-style-type: none">• Standards of uniform and availability of necessary kit improve.	HT	July 2019
<ul style="list-style-type: none">• To provide appropriate equipment for pupils with additional needs and eligible for PP funding.	<ul style="list-style-type: none">• Purchase equipment to maximise independence and inclusion.	Children must have the equipment they need to fully participate in their education.	<ul style="list-style-type: none">• Liaise with outside agencies e.g. Sensory Support Team to ensure appropriate equipment is purchased.	SENCo	July 2019
Total budgeted cost				£600	
6. Additional detail					

7. Review of expenditure 18/19 - Completed September 2019

Academic Year

2018-2019

i. Quality of teaching for all

Intended outcome	Chosen action/approach	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons learned Will you continue this approach?															
A. Improve oral language skills (receptive and expressive) for pupils eligible for PPG in EYFS and beyond.	<ul style="list-style-type: none">• Use Speech and Language screening tools on entry in Sept.• Language interventions in place for pupils identified. (School Start/Narrative therapy)• Visual prompt cards used to support learning and help oral narration.• Increase opportunities for speaking, listening, and oral rehearsal through ‘playful’ teaching and modelling.• Ensure language rich environment for pupils to practise what they are taught.• Additional TA support for intervention.• Staff model correct language at all times.	<p>13 EAL pupils in cohort – Speech and language was a focus for all lessons. Whole class language sessions took place for most of the Autumn term to support the children pastorally. From January, interventions were in place – Time for Sounds and School start. The cohort started low and had a high proportion of EAL pupils – the intervention made a difference to this group and the outcomes are positive for the children.</p> <p style="text-align: center;"><u>July 2019</u></p> <table><tr><td></td><td colspan="2">EYFS Expected standard +</td></tr><tr><td></td><td>2018</td><td>2019</td></tr><tr><td>Speaking</td><td>87%</td><td>80%</td></tr><tr><td>Listening</td><td>93%</td><td>90%</td></tr><tr><td>Understanding</td><td>90%</td><td>87%</td></tr></table>		EYFS Expected standard +			2018	2019	Speaking	87%	80%	Listening	93%	90%	Understanding	90%	87%	These actions will continue for 19-20
	EYFS Expected standard +																	
	2018	2019																
Speaking	87%	80%																
Listening	93%	90%																
Understanding	90%	87%																

B. Focussed teaching of early reading skills in EYFS and KS1 to support the development of reading comprehension in KS2 for pupils eligible for PP funding.

- Staff training on on-going phonics approach
- Additional teacher for small group phonics sessions with PPG children
- Choose high quality texts with a focus on vocabulary, word choices and inference.
- Staff training in developing comprehension skills across KS2 and giving quality feedback.
- Rich texts used across curriculum.

July 2019

Phonics Y1

	PPG	Not PPG
2018	83%(11)	74% (19)
2019	83%(6)	86% (22)

Reading Outcomes – July 2019

	PPG	Not PPG	PPG less SEN
EYFS	0% (2)	76%(28)	0% (1)
Y1	83% (6)	86%(22)	100%(4)
Y2	50% (12)	83% (18)	67%(9)
Y3	33% (3)	81%(27)	100%(1)
Y4	67% (6)	83% (18)	100% (4)
Y5	90% (10)	60% (38)	90%(10)
Y6	67% (6)	69%(35)	67%(6)
Average Progress in reading Y6	+4.0	-0.5	+4.0

Phonics scores for pupils eligible for PP funding is stable at 83% but needs to rise. Access to funding from Springhill English Hub (alongside PP funding) will enable further work and training in 2019-2020. We will work towards the target of 90% of all pupils and those eligible for PP funding.

Rigorous planning is needed for pupils who are eligible for PP funding and also have special educational needs, especially in Y1 and Y3 Sept 2019.

These actions will continue for 19-20

C. Improve independence in writing and quality of spellings for pupils eligible for PP funding.

- T4W approach to focus on the style and vocabulary in a text.
- High quality texts being used in class,
- Improved technology in class to share and model writing skills.
- Whole school tracking of CEW accuracy.
- Increased emphasis on editing and redrafting. Including small group or individual support.
- Small group interventions planned by CT for TAs.
- Spelling intervention using mastery, precision and spell-its approach.

Writing Outcomes – July 2019

	PPG	Not PPG	PPG less SEN
EYFS	0% (2)	76%(28)	0% (1)
Y1	50%(6)	73%(22)	75%(4)
Y2	33%(12)	72%(18)	44%(9)
Y3	33%(3)	67%(27)	100%(1)
Y4	33%(6)	72%(18)	50%(4)
Y5	90%(10)	63%(38)	90%(10)
Y6	50%(6)	77%(35)	50%(6)
Average Progress in writing Y6	-2.0	-1.0	-2.0

The attainment data for Y1, 3 and 5 is a concern for September therefore a CPD programme is planned for 19-20.

Writing will be a whole school focus for 2019-2020 and it remains a focus for children eligible for PP funding.

D. Develop reasoning skills in maths across all year groups.

- Participation in further Numicon and in-school work on mastery.
- CPA approach to be evident in all maths lessons provision
- CPD - Confidence in whole class teaching with subtle differentiation. Quality first teaching for all.
- First class for number groups in Year 2.
- Pupils given feedback and challenged to prove it.
- TT rock stars.

Maths Outcomes – July 2019

	PPG	Not PPG	PPG less SEN
EYFS	0%(2)	71%(28)	100%(1)
Y1	67%(6)	82%(22)	80% (4)
Y2	58%(12)	77%(18)	77% (9)
Y3	33% (3)	77%(27)	100% (1)
Y4	33% (6)	67% (18)	50% (4)
Y5	90% (10)	61% (38)	90% (10)
Y6	83%(6)	74%(35)	83% (6)
Average Progress in writing Y6	-0.1	-1.9	-1.0

Numicon is having a positive impact on all pupils including those eligible for PP funding in the upper years. For the younger children there are still concerns for the pupils who are eligible for PP funding but also have special educational needs.

To continue in 2019-2020

ii. Targeted support			
Intended outcome	Chosen action/approach	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons learned Will you continue this approach?
I. Improve the attendance of pupils eligible for PPG funding to above 96%.	<ul style="list-style-type: none"> Designated member of staff to track and monitor attendance Designated member of staff to develop relationships with key families in order to create positive engagement and home-school links. 	The impact of the work is that attendance of PP is 95.41% compared to 96.16% for the whole school.	This will continue as the attendance of some vulnerable pupils has improved but the figure is not above 96%.
J. Increase parental engagement in school events e.g. parents evening and workshops.	<ul style="list-style-type: none"> Children to send individual invitations to parents for workshops to increase participation. Parent not signing up for parents evening invited to do so or asked to attend a meeting at another time. Teachers to liaise with SENCO for support in engaging families. Teachers to provide explanation for homework. 	<p>50 families attended the maths workshop and 25 for reading. The invitation strategy has helped. Homework is monitored by class teachers and homework clubs are offered for those not completing their homework regularly.</p> <p>All staff provide additional explanation for homework where needed – this has also been emailed in some circumstances.</p>	Repeat these strategies and complete an audit of parental engagement to identify other strategies as part of mental health and well being project.
G. Continue to develop growth Mind-set approach Provide nurture groups, or play therapy sessions where needed.	<ul style="list-style-type: none"> Swiftly identify children with social and emotional barriers – nurture group with TA. Play therapy as needed. Secure ELSA training. Teacher CPD related to promote positive attitudes. 	Teachers confirm that those receiving play therapy or nurture work have an outlet for emotions and that the chance to express themselves in a safe environment helps them to self-regulate in the classroom.	<p>ELSA programme will begin in 19-20</p> <p>Play therapy and nurture groups will continue to be provided.</p>

H. Improved opportunities for pupils to attend extra-curricular activities.	<ul style="list-style-type: none"> • Provide opportunity to attend Forest schools to develop skills. • Cover cost of residential in Year 6 if appropriate. Liaise with HT • Contributions towards educational trips and school or sports clubs. • Class teachers/TAs to identify appropriate opportunities and discuss with HT 	All experiences provided have given children access to experiences they would not otherwise have had. The determination, resilience and self-confidence for these children has developed.	These opportunities will continue to be provided in 19-20
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iii. Other approaches			
Intended outcome	Chosen action/approach	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons learned Will you continue this approach?
			Quality of teaching for all = £38,900 Targeted support = £11, 760 Additional approaches = £585.00
			Total cost for three areas: £51,245 Carry over to 2019/2020: £33,649

