



Bartons Primary School Pupil Premium Strategy 2016-2017

Identified barriers to educational achievement

Bartons has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- The number of pupils who are in receipt of Pupil Premium with speech and language difficulties- especially in Early Years
- Access to enriched vocabulary and learning – especially from books
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
- Attendance
- Parental engagement with school - especially regarding attendance at parents' evenings and completion of homework
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- The number of pupils in receipt of Pupil Premium with specific social and emotional needs which affect their learning

Rationale for expenditure

At Bartons Primary School we have a strong belief that all children can achieve their full potential regardless of their circumstances. Our 6 core values are embedded in all we do through our diverse creative curriculum as well as within other areas of our school life. We recognise that, in order to provide high quality education for all children, we need to ensure that additional intervention and provision are required for those children for whom we receive Pupil Premium funding.

At Bartons we use this funding in a variety of ways to ensure that all pupils can access the curriculum. We recognise the attendance for some Pupil Premium children remains an area to further improve. We aim to support families in a variety of ways to improve this. Some children come from very challenging backgrounds and need support in order to deal with emotional issues. The school's specialist 'Learning Mentor' provides 1:1 and group interventions in order to provide an environment that children can achieve academically as well as socially and emotionally. In addition, for some children, who are emotionally challenged, play therapy is offered with a qualified therapist. Pupils' progress is tracked to highlight areas of need. As a result of this 1:1 and group interventions are planned to support Pupil Premium children and ensure that they reach their potential.

This document outlines the level of funding being received in the last academic year and how the school has spent it. This has been evaluated and the impact recorded.

Bartons Primary School Pupil Premium Expenditure 2016-2017

Number of pupils eligible for funding	40 (inc 3 adopted and 3 children with special guardianship)
Total PPG received	£56 280

Attendance and Wellbeing				
Objective	Interventions	Cost	Expected outcomes	Impact (at review)
To further improve the attendance of Pupil Premium group of children	Attendance monitoring/meetings and letters	£1500	To achieve at least 95% attendance by the Pupil Premium group. To narrow the gap between Pupil premium and non-Pupil Premium group.	Attendance of the Pupil Premium group is in line with that of the Non-pupil Premium Group at 95.82%. Meetings and support from PPG champion have worked well to promote good attendance.
To overcome emotional and social barriers to learning including supporting transitions at home or in school.	1:1 Learning Mentor sessions	£2700	To improve self-esteem and self-confidence for identified children. To develop children's strategies to manage emotions.	Pupils in receipt of support had improved confidence. Pupils had improved their ability to cope with emotions Expected Progress for PP children across school 69% Maths, 66% in reading and 72% in writing.
	Small group sessions with Learning Mentor TA	£2072	To enable children with acute emotional difficulties to engage with their learning and make improved progress.	
To overcome emotional or mental trauma to include parental support to enable them to manage children's mental and emotional well-being better.	To provide 1:1 play therapy to specific children where appropriate.	£7652	To improve self-esteem and self-confidence for identified children. To develop children's strategies to manage emotions. To enable children who have experienced extreme emotional trauma to engage with their learning and make improved progress.	Pupils in receipt of play therapy were able to access their learning in a more focused way. They all made progress in their learning and had improved experiences with friendships and social situations. There have been no exclusions. Lunchtime incidents reduced by a third.
To provide social skills and play skills support	Lunchtime club for vulnerable pupils	£1327	To provide a structured environment for those children who need it.	Number of lunchtime incidents reduced by a third. Pupils engaged in a number of activities that supported their emotional well-being.

Learning Support				
	Small group interventions in EYFS- Listening and attention, speech and language and motor skills	£2930	To achieve 70% GLD at the end of Year R.	Overall GLD was 63.3%. 50% PPG children in Year R achieved GLD. Although had made significant progress from their starting points. Attendance and social and emotional needs have resulted in the lower than expected figure for PPG children.
	Small group interventions with TAs (KS1)	£3290	To achieve 65% ARE in Maths and Writing. To achieve 75% ARE in Reading	Overall figures – Y2 Attainment: M- 53%, R- 67%, W- 43%, Year 2 PPG (6 children) Attainment: M- 17%, R-33%, W-17% These figures are below target and the overall attainment of the cohort despite intervention and targeting. However, the percentage of the PPG children making expected progress is high. M-83%, R-83%, W- 83%
	Small group interventions with TAs (KS2) 1:1 tuition for high impact maths and literacy tuition (teacher)	£3930 £18379	Y3- to achieve 55% ARE in Maths/75% ARE in reading 72% ARE in Writing. Y4 – to achieve 78% ARE in Math/ 68% ARE in Reading and 67% in Writing. Y5 – to achieve 74% ARE in Maths/69% ARE in Reading and 60% ARE in writing.	Overall figures Y3 Attainment: M-26%, R-62.5% and W- 25% Year 3 PPG (8 children) Attainment M-25%, R-63%, W-25% Expected progress: M-50%, R- 63%, W-63% Overall figures Y4 Attainment: M- 18%, R- 72% and W- 27% Year 4 PPG (7 children) Attainment M-14%, R-57%, W-30% Expected Progress: M-100%, R-71%, W-100% Overall figures Y5 Attainment: M-11%, R- 59%, W-48% Year 5 PPG (5 children) Attainment M-0%, R-60%, W-60% Expected progress: M-60%, R-100%, W-100%

To ensure access to provision to all children and to increase access to technology to support learning at school.	New I pads to be bought	£1500	To provide access for PP to i-pad learning technology	i-pads use successfully in groups and 1:1 sessions to engage pupils in learning. They are used to enhance skills and practise e.g. recall of number facts.
To revise and strengthen phonic knowledge where gaps are identified in KS1 and KS2.	Bespoke Rwi based intervention for children	£2500	To improve the Y1 scores to 70% pass. To maintain a high pass rate for retakes in Y2. To further improve reading for all PP children.	Overall phonic result – 54.8% PPG children who passed the Y1 phonics= 33% Y2 Retake - 71% pass overall. PPG 75% passed on retake.
To further improve attainment in reading and its comprehension.	Accelerated Reader programme for relevant children and resources to support the programme.	£2500	To achieve at least 70% Reading ARE in all KS2 year groups.	Year 3 Reading – 62.5% PPG-63% Year 4 Reading – 72% PPG-43% Year 5 Reading – 59% PPG- 60% Attainment percentages for Year 3 and 5 are in line with the data for the whole cohort. IN year 4 the attainment data is lower however the expected progress figure for reading is much higher at 71%
Enrichment Activities- widening life experiences and raising aspiration.				
To ensure equal access for all children to access enrichment opportunities in the curriculum as well as extra-curricular.	School trips to support learning journeys in all year groups	£4000	All PP children are able to access enrichment opportunities	All pupils were able to attend visits and take part in other enrichment activities to help support their learning. E.g. drama, sports.
	Access to extracurricular clubs	£2000		

How has the school measure the impact of Pupil Premium?

- Progress and attainment data will be collected and analysed half termly.
- Every half term teachers will meet with SLT to discuss pupil progress and interventions with a particular emphasis on Pupil Premium children.
- Teachers will meet termly with the designated Pupil Premium staff member to discuss targets for Pupil Premium children.
- These meetings will be used to assess impact and inform future planning for the Pupil Premium children.
- When selecting children for interventions staff will look at all pupils across the school. Some children who are not eligible for PPG will benefit from the group as their needs are similar and will, therefore, be included so that they can also make progress towards individual targets.
- Pupil Premium expenditure, interventions and impact are discussed at every governors' meeting as well as at curriculum meetings.

Designated staff member - Pupil Premium Champion: Miss Nuwani De Silva

Nominated Governor: Mrs Sue Lainchbury