



# **Bartons Primary School Pupil Premium Strategy 2015-2016**

## **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 for.

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 current academic year and how the school intends to spend it. The expected outcome is also recorded. This will then be evaluated at the end of the year and the impact of the funding measured.

# Bartons Primary School Pupil Premium Expenditure 2015-2016

Number of pupils eligible for funding	28 (inc 3 adopted and 3 children with special guardianship)
Total PPG received	£34 170

Attendance and Wellbeing				
Objective	Interventions	Cost	Expected outcomes	Impact (at review)
To overcome emotional and social barriers to learning including supporting transitions at home or in school.	1:1 Learning Mentor sessions	£8000	To improve self-esteem and self-confidence for identified children. To develop children's strategies to manage emotions. To enable children with acute emotional difficulties to engage with their learning and make improved progress.	Pupils in receipt of support had improved confidence. Pupils had improved their ability to cope with emotions (assessment). 61% PP children making progress in Maths and 84% in reading and 92% in writing.
	Small group sessions – TAMHS, Time to Talk			
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.	£2000	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.
To provide lunchtime support for key children	Lunchtime club for vulnerable pupils	£500	To provide a structured environment for those children who need it.	Number of lunchtime incidents reduced. Pupils engaged in a number of activities that supported their emotional well-being.
Learning Support				
To increase the % of children from the Pupil	Early literacy interventions	£1000	To increase the number of children achieving ELG for writing and reading at the end of the year. 72% W 80% R	50% PP children achieved ELG for reading and writing.

Premium group who are on track for ARE/GLD	Small group interventions with TAs (KS1)		76% phonics in Year 1 To increase the % of children achieving ARE 65% pupils to meet ARE in Year 2.	47% passed phonics whole class (29% PPG)- teacher absent and lack of targeted support at time of test.
	Jump Ahead to support children with motor difficulties.	£1000	Handwriting to improve as well as children's confidence in these areas in order to access their learning.	Children assessed as having made progress in the JA programme.
Enable all pupils to develop key independence and collaboration skills.	WWO programme	£5000	All PP children will be able to work with other children in their class in order to further develop their learning.	Pupils able to cooperate better with peers. Staff noted and increase in awareness of others and their needs throughout the school.
To raise attainment of key children with targeted short term interventions	Teacher (3 days a week) to develop individual programmes for key children.	£15000	76% phonics in Year 1 80% phonics in Year 2 65% ARE in W,R,M in Year 2 72% ARE in W,R,M in Year 4	47% passed phonics whole class (29% PPG)- teacher absent and lack of targeted support at time of test. 80% Year 2 phonics (100% PPG) Year 2 38% W (14% PP) R 74% ( 100% PP) M 48% (29%) Year 4: 26% (PP 50%)W (PP 50%) , 35% R (PP 50%), 39% (PP 100%)M. However, progress is better: 61% PP children making progress in Maths and 84% in reading and 92% in writing.
To further improve attainment in reading and its comprehension.	To begin to integrate Accelerated Reader programme for all children in KS2.	£1000	To achieve at least 70% Reading ARE in all KS2 year groups.	Y3- 57% ARE in reading Y4- 35% ARE in reading 84% of PP children making expected progress in reading.

<b>Enrichment Activities- widening life experiences and raising aspiration.</b>				
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	£500	All PP children are able to access enrichment opportunities	All pupils able to attend visits and take part in other enrichment activities to help support their learning.
	Access to extracurricular clubs	£200		

### 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