



Bartons Primary School Pupil Premium Strategy 2017-2018

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 2017-2018

Number of pupils eligible for funding	50 (inc 3 adopted and 5 children with special guardianship)
Total PPG received	£53 564.00

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	£500	To maintain 95% attendance by the Pupil Premium group. To narrow the gap between Pupil premium and non-Pupil Premium group.	Attendance of the PP group was 94.7% in line with the whole school figure of 95.68%.
To overcome emotional and social barriers to learning including supporting transitions at home or in school.	Small group sessions with Learning Mentor TA	£2072	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.	Feedback from emotional support group is positive. The group work has contributed to improved confidence and both progress and attainment being made. Expected Progress for PP children across school 78 % Maths, 73 % in reading and 68% writing.
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.	£10,000	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 have been able to access their learning effectively because this outlet is supporting their emotional needs. For some children the period of play therapy has allowed them to explore their emotions and they no longer need to attend.
To provide social skills and play skills support	Play zones established and resourced	£1000	To provide a structured environment for those children who need it. Quiet supervised adult zones for calm play. Adults to play games and involve children.	Quiet and calm play spaces are more readily available. Children with additional emotional needs are accessing appropriate environments for their needs, resulting in calmer lunch and break times.

To introduce Forest school programme	Liaise and establish summer term sessions with Forest school leader.	£1200	To enhance and extend life experiences. To develop skills for outdoors. To promote positive interactions with peers,	Positive feedback from all staff and pupils about the impact of the natural environment on learning for these pupils. Pupils confident to present in assembly, share experiences and improvements also seen in social interactions.
Learning Support				
To increase the % of children from the Pupil Premium group who are on track for ARE/GLD	Small group interventions in EYFS- Listening and attention, speech and language and motor skills	£2930	To achieve 70% GLD	GLD – 67% Pupil premium pupils made good progress from their starting points. Some pupils have SEND needs but have settled into school life and made progress.
	Small group interventions with TAs (KS1)	£3290	To achieve 65% (Y2) 70% (Y1) ARE in Maths and Writing. To achieve 70% ARE in Reading 80% PP pupils to make expected progress 20% PP pupils to make better than expected progress	<u>Year 1 - Attainment for all pupils</u> Maths = 70%, Writing = 57%, Reading 70% PPG <u>Writing</u> EXP Progress: 86% Accelerated Progress: 14% <u>Reading</u> EXP Progress: 100% Accelerated Progress: 29% <u>Maths</u> EXP Progress: 72% Accelerated Progress: 14% The targets for attainment have been met in reading and maths. There is some further work to be done in writing. The children in receipt of PP have made 72% progress or more and at least 14% have made accelerated progress. <u>Year 2 - Attainment for all pupils</u> Maths = 60%, Writing = 57%, Reading 63% PPG <u>Writing</u> EXP Progress: 100% Accelerated Progress: 33% <u>Reading</u>

				<p>EXP Progress: 100% Accelerated Progress: 0%</p> <p><u>Maths</u> EXP Progress: 100% Accelerated Progress: 0%</p> <p>Attainment is close to the target set in maths, and slightly below in reading and writing. All children in receipt of PP in Year 2 have made expected progress since the end of Year 1.</p>
	<p>Small group interventions with TAs (KS2)</p> <p>1:1 tuition for high impact maths and literacy tuition (teacher)</p>	<p>£3930</p> <p>£20,288</p>	<p>Y3- to achieve 65% ARE in Maths and Writing.</p> <p>Y4 – to achieve 65% ARE in Maths and Writing.</p> <p>Y5 – to achieve 70% ARE in Maths and Writing.</p>	<p>Y3 – Maths – 46% Writing 54%</p> <p>Y4 – Maths – 51% Writing – 53%</p> <p>Y5 - Maths 62% Writing – 53%</p> <p>Between 88- 100% of the PP children in Year 4 and 5 made expected progress.</p>
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 80% pass. To maintain a high pass rate for retakes in Y2.	<p>Y1 – 77.6% Y2 – 53.8%</p> <p>There has been mobility in the cohorts. The attainment figure for Year 1 is a significant rise from the previous year. 86% of the PP children achieved the expected standard in the phonics screening check.</p> <p>Two children in receipt of PP who retook their phonics screening test doubled their scores</p>
To further improve attainment in reading and its comprehension.	Accelerated Reader programme for relevant children and resources to support the programme.	£1000	To achieve at least 70% Reading ARE in Years 1-6.	<p>Y1 – 70% Y2 – 63% Y3 – 54% Y4 – 55% Y5- 71%</p>

				Y6 – 46% With the exception of Year 3 and 6 these figures show an increase for the cohorts from July 2017.
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 Access to extracurricular clubs	£3000 £1000	All PP children are able to access enrichment opportunities	Children who may not have been able to attend the school residential have been able to. The social experience this gives them is invaluable. Pupil were able to attend visits and take part in other enrichment activities to help support their learning e.g. drama and sports.

How has the school measured the impact of Pupil Premium?

- Progress and attainment data will be collected and analysed termly.
- Every 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: Mrs A Powell

Nominated Governor: Mrs Sue Lainchbury



