

# Pupil premium strategy statement (primary)

1. Summary information					
School	Barn Croft Primary School				
Academic Year	2017/18	Total PP budget	£66,580	Date of most recent PP Review	
Total number of pupils	196	Number of pupils eligible for PP	49	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (Y6 2017)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths (Attainment)	63%	67%
% making progress in reading	+1.39	+2.65
% making progress in writing	-3.36	+0.53
% making progress in maths	0.63	-0.39

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Lack of knowledge of vocabulary meaning and lack of reading for pleasure out of school
<b>B.</b>	Low attainment in written grammar and punctuation due to low oracy and EAL status
<b>C.</b>	Behaviour – low level disruptive (not able to focus, concentrate etc) Particularly Y2 group of boys (Turkish)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low attendance. Domestic violence, neglect, EAL of parents and lack of support with education at home

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Reading comprehension skills will improve	Results of reading TA across the school and results of Reading tests in Y2 and Y6 will improve particularly in Y6 (currently 25% at ARE)
<b>B.</b>	Improve oral language skills for pupils eligible for PP in Reception class.	ELG for Writing will improve from 60% to in line with national figure of 71%
<b>C.</b>	Behaviour will improve in classrooms (Behaviour for learning)	Fewer behaviour incidents recorded. T&L able to happen in a calm classroom.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to and bring the school PP PA % down from 20% to in line with national average 15% or below.

<b>5. Planned expenditure</b>					
<b>Academic year</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>
<b>Raise attainment in writing</b>	Verbal feedback QFT including modelled and shared writing using high quality fiction and non-fiction books as main stimulus.	We know the work we have done on verbal feedback so far has made a difference in raising attainment and now want to ensure it is having a positive effect on this specific group. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	<b>MLT &amp; SLT monitoring of books Learning walks Performance Management targets set for raising the attainment of writing for PP pupils</b>	<b>Tracey Griffiths</b>	<b>February 2018 and then July 2018</b>
	Pre-teaching of vocabulary and grammar. Post-teaching to give pupils more time with teacher to complete high quality work.	This is why we recruited additional teachers to work with the children – even more quality teaching.	<b>MLT &amp; SLT monitoring of books Learning walks Performance Management targets set for raising the attainment of writing for PP pupils</b>	<b>Tracey Griffiths</b>	<b>February 2018 and then July 2018</b>
	Match work not only to the ability of the pupils but also to their needs (emotional & social)	This we know is important because of the emotional and social needs of some of our PP pupils. When the work is matched directly with their individual needs and partnered with quality teaching they are able to make progress.	<b>MLT &amp; SLT monitoring of books Learning walks Performance Management targets set for raising the attainment of writing for PP pupils</b>	<b>Chris Moses</b>	<b>February 2018 and then July 2018</b>
<b>Total budgeted cost</b>					<b>£30,000</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>
<b>Improve the behaviour of specific Pupil Premium pupils</b>	Provide well targeted support 1:1 where needed Develop meta-cognition and self-regulation strategies in PP pupils with challenging behaviour.	We want to provide extra support to maintain high attainment. 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.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	Chris Moses/Loraine Sandy Tracey Griffiths	<b>February 2018 and then July 2018</b>
<b>Support the families of specific PP pupils where needed</b>	Inclusion Leader to be available to make referrals and to liaise with the Early Help Team/CAHMS etc in supporting families	We know that if the child's family is supported then they feel more secure and have a higher chance of succeeding. We have evidence of this happening in our school.	Monitoring the behaviour and learning of the pupils from those families. Regular meetings to discuss caseload progress with CM & TG Regular meetings with outside agencies involved. Monitoring the progress and attainment of the pupils.	Tracey Griffiths Chris Moses	<b>February 2018 and then July 2018</b>
<b>Total budgeted cost</b>					£30,000
<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>
<b>All PP pupils have access to extra-curricular activities and enrichment activities</b>	Subsidise the payment of these activities	All pupils should have the right to access out of school activities the same as other pupils regardless of cost. Cultural capital is an important indicator of aspiration and future success.	School Business Manager will monitor the pupils accessing the clubs etc and ensure that they are given subsidised places every term.	Sue Lewis	<b>February 2018 and then July 2018</b>
<b>Total budgeted cost</b>					£6,500

**6. Review of expenditure**

**Previous Academic Year**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**7. Additional detail**

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)