

Pupil premium strategy statement (primary)

1. Summary information					
School	Barn Croft Primary School				
Academic Year	2018/19	Total PP budget	£46,200	Date of most recent PP Review	
Total number of pupils	191	Number of pupils eligible for PP	33	Date for next internal review of this strategy	July 2019

2. Current attainment		
	<i>Pupils eligible for PP (Y6 2018)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths (Attainment)	55% (6/11 PP pupils)	70%
% making progress in reading	1.0	0.0/0.3
% making progress in writing	-0.8	0.0/0.2
% making progress in maths	-1.7	0.0/0.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lack of knowledge of vocabulary meaning and low attainment in written grammar and punctuation due to low oracy and EAL status
B.	Lack of solid knowledge and understanding of place value and number in Maths.
C.	Behaviour – low level disruptive (not able to focus, concentrate etc)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance. Child Protection and Early Help Team involvement. 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>
A.	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.	Improve oral language skills for pupils eligible for PP in Early Years and KS1	GLD for Writing will improve from 60% to in line with national figure of 71%
C.	Behaviour will improve in classrooms (Behaviour for learning)	Fewer behaviour incidents recorded. T&L able to happen in a calm classroom.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for FSM from 10/39 25.6% to around 5 children.

5. Planned expenditure					
Academic year	2018 - 2019				
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.					
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?
Raise attainment in Maths across the school	Whole school use of Maths No Problem! scheme (recommended by the DfE)	Recommended by DfE. Need to embed solid number and place value knowledge by the end of KS1.	Training. Resources. Monitoring of teaching and learning. Assessment points throughout the year.	Emma Jane Kelly	December 2018 April 2019 July 2019
Raise attainment in Writing across the school	Verbal feedback QFT including modelled and shared writing using high quality fiction and non-fiction books as main stimulus. (We need to continue with this target because new staff need to be trained and supported to deliver high quality teaching.	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.	Training. Resources. Monitoring of teaching and learning. Assessment points throughout the year Headteacher discussions with children about their work – achievements & areas for improvement.	Annie Clark & Emma Jane Kelly	December 2018 April 2019 July 2019
Improve oracy skills in EYFS.	In order to improve the writing strand of Early Learning Goals and thus improve overall Good Level of Development %.	Children need to be able to speak in sentences and explain what they want to say before they can begin to write it. Children who can talk to others confidently build self-esteem and a strong knowledge base early in life. Evidence shows that children from more disadvantaged backgrounds have a lower level of oracy including vocabulary knowledge.	High quality Early Years staff in Nursery and Reception. Training of all Early Years staff in the importance of talk and listening.	Debra Pipe Tracey Griffiths	December 2018 April 2019 July 2019

Total budgeted cost					£14,000
ii. Targeted support					
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?
Improve the behaviour of specific Pupil Premium pupils	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/Lorraine Sandy Tracey Griffiths	February 2018 and then July 2018
Support the families of specific PP pupils where needed	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	February 2018 and then July 2018
Total budgeted cost					£30,000
iii. Other approaches					
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?
All PP pupils have access to extra-curricular activities and enrichment activities	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. It also keeps many of our	School Business Manager will monitor the pupils accessing the clubs etc and ensure that they are given subsidised places every term.	Ruth Mills	

		children safe after school and is a way of maintaining good behaviour towards a range of adults.			
Total budgeted cost					£2000
6. Review of expenditure					
Previous Academic Year		2018 - 2019			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Raise attainment in Maths across the school	Maths No Problem!	<p>KS1 Maths (end of Y2 SATs & teacher assessment) – 4/6 67% PP pupils achieved expected against 17/21 81% of the non-PP pupils.</p> <p>Overall there was an increase this year in the % of pupils in Y2 achieving the expected standard: 2018 – 55% 2019 – 76%</p> <p>There was also an increase in the % of pupils achieving a greater depth or higher standard: 2018 – 7% 2019 – 26%</p>	<p>We will definitely be continuing with this approach to teaching maths across the school.</p> <p>We will be ensuring all new staff have the appropriate training.</p>		
Raise attainment in Writing	QFT High quality feedback	<p>Reception Good Level of Development increased from 60% to 62%. In Writing – 67% (4/6 pupils) for PP. Non-PP was 70%</p> <p>KS1 increased from 55% (2018) to 70% expected standard. KS1 greater depth was 16% (3% in 2018) PP 50% (3/6 PP pupils). Non-PP was 76% (16/21 pupils) KS2 writing was 70% (79% in 2018) PP – 67% (4/6 achieved the expected standard) Non-PP – 71% (12/17 pupils)</p>	<p>We will continue with high quality feedback.</p> <p>We now need to embed the good teaching of writing across the curriculum to include History, Geography & Science in order to give pupils more opportunities for writing and to embed the skills they learn in their English lessons.</p> <p>As the % of pupils achieving a GLD in Writing in Reception increases so will the % of children achieving the expected standard at the end of KS1 (y2)</p>		

Improve oracy skills in EYFS.	Highly trained staff Lots of opportunities for talk and language to be developed.	100% achieved a GLD in Communication & Language (6 pupils) compared to only 40% last year (5 pupils).	This has had a fantastic impact and so we will continue to improve and develop this aspect of Early Years teaching. We will be running parent workshops to support them in learning about how important talk is with their children. We are working hard to get as many children as possible into the Nursery at 3 years old because evidence shows that this has a hugely positive impact upon children from mre disadvantaged families.	
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Improve behaviour of specific PP pupils where needed	Provide well targeted support 1:1 where needed Develop meta-cognition and self-regulation strategies in PP pupils with challenging behaviour.	We have worked hard with specific PP pupils to improve their behaviour for learning whilst building their self-esteem where needed and also their ability to manage their own behaviour through self-regulation techniques. We feel that we have had some significant impact upon specific pupils throughout the school.	We continue to be fully inclusive and to work with every child as an individual in order to meet their needs. We have employed a child therapist to work 1:1 with children with particularly challenging behaviour. The Learning Mentor will continue her work with individual children and groups of children working on social skills, friendships and anger management.	
Support the families of PP pupils where needed.	Inclusion Leader to be available to make referrals and to liaise with the Early Help Team/CAHMS etc in supporting families	The inclusion leader had significant impact upon the families of our PP children by working hard to link them up with outside agencies who could offer support to them in a range of areas.	This continues to be an area of strength for the school and one which we fully intend to develop even further. The Inclusion Leader has also been the Deputy Headteacher and from Sept 19 it has been decided that the senior leadership structure will change to having 2 Assistant Headteachers so that one role can really focus on Inclusion. This will give more time to this valuable work. We are also having two members of staff trained in the Solihull Approach to supporting parents which means we will be able to run our own parenting groups.	
iv. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All PP pupils to have access to extra-curricular activities and enrichment activities	Subsidising payment of these	All PP pupils have access to at least one after school club and more if they wish. PP pupils are subsidised to go to Gilwell Park on the Y6 residential.	We will continue to make this part of our PP offer to our families.	£2000

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