**St Barnabas’ Pupil Premium Strategy Statement 2018-19: Review**

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| 1. **Summary information** | | | | | |
| **School** | St Barnabas’ CEP Primary School | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** |  | **Date of most recent PP Review** | Sep 2018 |
| **Total number of pupils** | 204 | **Number of pupils eligible for PP** | 51 | **Date for next internal review of this strategy** | Jan 2019 |

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| 1. **Current attainment** | | | |
|  | *Pupils eligible for PP (your school)*  *2016-17 2017-18* | *All pupils in our school*  *2016-17 2017-18* | *Pupils eligible for PP in Kent*  *2016-17 2017-18* |
| **KS2 R/W/M % Expected Standard +** | 30.8 42.9 | 52 63 | 48.2 50 |
| **Reading Progress** | -0.5 -2.1 | +1.0 0.8 | -0.4 -0.8 |
| **Reading Attainment % Expected Standard +** | 46.2 57.1 | 62 74.1 | 60.6 63 |
| **Writing Progress** | +2.5 -0.4 | +3.2 -0.8 | 0 -0.3 |
| **Writing Attainment % Expected Standard +** | 76.9 57.1 | 86 70.4 | 68.2 68.2 |
| **Maths Progress** | -3.7 0.9 | -0.8 1.2 | -1.0 -1.3 |
| **Maths Attainment % Expected Standard +** | 30.8 57.1 | 55 70.4 | 62.3 61 |
| **KS1 Reading % Expected Standard +** | 33.3 62.5% | 73.3 73.3 | 65.2 61.9 |
| **KS1 Writing % Expected Standard +** | 33.3 50% | 70 76.7 | 56.8 55.5 |
| **KS1 Maths % Expected Standard +** | 33.3 50% | 70 80 | 64.5 63.7 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | Multiple needs. The proportion of pupils who are eligible for Pupil Premium with SEN is higher than amongst non-disadvantaged pupils within the school. Many disadvantaged pupils are also EAL. | |
|  | | Mobility. A large proportion of pupils who are eligible for Pupil Premium have joined the school later. | |
| **C.** | | Low Prior Attainment. Many pupils who are eligible for Pupil Premium have low prior attainment, either at the start of EYFS or upon a later entry into the school. | |
| **D.** | | Language Proficiency. Many pupils who are eligible for Pupil Premium have lower language proficiency then their non-disadvantaged peers. | |
| **E.** | | Behaviours for Learning. Many pupils who are eligible for Pupil Premium do not yet possess learning attributes such as self-confidence, perseverance and resilience required to be successful learners. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **F.** | | Pupil Attendance. Although generally good, rates of absence are higher among PP eligible pupils compared to non-disadvantaged pupils. | |
| **G.** | | Home Environment. Some pupils eligible for Pupils Premium live in an environment not conducive to school readiness. | |
| **H.** | | Life Experience. Some pupils eligible for Pupils Premium have limited life experience when compared to their non-disadvantaged peers. | |
| **I** | | Parental Engagement. Some of the parents of children eligible for Pupils Premium struggle to engage with their child’s education in a meaningful and positive way. As a result, pupils eligible for Pupils Premium often have less parental support than their non-disadvantaged peers. | |
| 1. **Desired outcomes** | | |
|  | To raise the profile of the needs of PP eligible children amongst all staff members. | |
|  | To close the gap in attainment between pupils eligible for Pupils Premium and their non-disadvantage peers (both within the school and nationally). | |
|  | To raise the attainment of all pupils eligible for Pupils Premium. | |
|  | To close the attendance gap between pupils eligible for Pupils Premium and their non-disadvantages peers. | |
|  | To ensure that all pupils eligible for Pupil Premium are supported to develop the personal, social and emotional attributes required to be successful learners. | |
|  | To enrich the school experience of pupils eligible for Pupil Premium and close the ‘experience gap’ between themselves and their non-disadvantaged peers. | |
|  | To increase the engagement of the parents of pupils eligible for Pupils Premium. | |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2017-18** | | | | |
| 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. | | | | | |
| 1. **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** | **Actions Taken** |
| To ensure Pupil Premium eligible children with SEN make accelerated progress against their personalised targets. | -SENco time allocated to support classroom teachers in the implementation of quality first teaching practices for PP eligible children with SEN.  -SENco time allocated to train TAs to support PP children with SEN both in and outside of the classroom. | When investigating PP barriers to learning it was revealed that “The proportion of pupils who are eligible for Pupil Premium with SEN is higher than amongst non-disadvantaged pupils within the school” In the ‘Features of Practice in Schools’ document provided by Ofsted it was quoted that, “Quality first provision, including teaching, is the key” A highly trained practitioner such as a SENco with assist in identifying gaps in learning and helping to put in place strategies for in-class support. Currently the Education Endowment Foundation describes the impact of teaching assistants as ‘Low impact and high cost’ We firmly believe that in order increase the impact that TAs can have on the progress of PP eligible children, we need to provide them with enhanced training opportunities. The SENco will play a key role in facilitating such training. | -DHT to work closely with SENco to plan in class provision for PP-SEN pupils.  -Use of B Squared materials to diagnose gaps in learning- reviewed termly to ensure progress is made.  -Effective use of provision mapping to plan, measure and review impact.  -SENco to facilitate CDP opportunities for TAs who work in classrooms with PP eligible children with SEN. | DHT  SENco |  |
| To further narrow the gap in attainment in KS2 Maths between PP eligible pupils and their non-disadvantaged peers. | To ensure the provision of high quality Maths modelling and greater access to manipulatives in KS2 classrooms. | Between 2016-17 and 2017-18, attainment for PP eligible children in KS2 Maths improved from 30.8% achieving the expected level to 57.1% achieving the expected level. The attainment gap in KS2 Maths between PP eligible children and all children in the school decreased from -24.2 percentage points to -13.3 percentage points over the same period. Furthermore, the attainment gap in KS2 Maths between PP eligible children in our school and PP eligible children in Kent decreased from -31.5 percentage points to -3.9 percentage points. The closing of this attainment gap can be attributed, in part at least, to a sustained improvement in the proportion of PP eligible children in the school receiving ‘Quality first provision’. The school has engaged in an exhaustive peer-to-peer review process to explore how the attainment gap can be closed even further in Maths. The review recommended the improved provision of high quality maths modelling and greater access to manipulatives in the classroom. These are two areas which will be focussed upon this year. | -Review of the manipulatives currently available in KS2 classrooms.  -Additional manipulatives moved from across the school or ordered according to need.  -School to School support used to prepare and provide CDP for KS2 staff on how to use manipulatives effectively.  -Termly review of Pupil Premium maths data.  -Provision of modelling and manipulatives linked to Maths Leader and Classroom Teacher performance management.  -Lesson observations and book scrutiny focusing on modelling and manipulatives.  -Termly meetings between DHT and Maths Leader. | HT  DHT  Maths Coordinator |  |
| To narrow the gap in attainment in Maths between PP eligible pupils and non-disadvantaged pupils in KS1. | To provide manipulatives for PP eligible children in KS1. | Between 2016-17 and 2017-18, attainment for PP eligible children in KS1 Maths improved from 33.3% achieving the expected level to 50% achieving the expected level. Over the same time period the attainment gap in KS1 Maths between PP eligible children and all children in the school decreased from -36.7 percentage points to -30 percentage points. Furthermore, the attainment gap in KS1 Maths between PP eligible children in our school and PP eligible children in Kent decreased from -31.2 percentage points to -13.7 percentage points. While the attainment gap has narrowed it is still significant. The school has engaged in an exhaustive peer to peer review process to explore how the attainment gap can be closed even further in KS1 Maths. The review recommended the improved provision of high quality maths modelling and greater access to manipulatives in the classroom. These are two areas which will be focussed upon this year. | -Review of the manipulatives currently available in KS1 classrooms.  -Additional manipulatives moved from across the school or ordered according to need.  -School to School support used to prepare and provide CDP for KS1 staff on how to use manipulatives effectively.  -Termly review of Pupil Premium maths data.  -Provision of modelling and manipulatives linked to Maths Leader and Classroom Teacher performance management.  -Lesson observations and book scrutiny focusing on modelling and manipulatives.  -Termly meetings between DHT and Maths Leader. | Deputy Head Teacher  Maths Coordinator |  |
| To improve the oral fluency of PP eligible pupils across the school. | To train teachers to implement dialogic teaching strategies across the school. | When investigating PP barriers to learning it was revealed that, “Many pupils who are eligible for Pupil Premium have lower language proficiency then their non-disadvantaged peers.” Furthermore, The Education Endowment Foundation identified ‘Oral Language Interventions’ as an area with the potential for achieving significant progress for a minimal cost. The CPRT/IEE Education Endowment Foundation project on dialogic teaching 2014-17 led by Robin Alexander and Frank Hardman identified that over 2 terms, pupils made on average 2 months accelerated progress in Science and English and 1 month accelerated progress in Maths. | -Collaborative lesson studies focussing on dialogic teaching  -CPD Sessions to expand teachers’ repertoire of dialogic practices. | Deputy Head Teacher  Class Teachers |  |
| To narrow the gap in Reading between PP eligible pupils and their non-disadvantaged peers. | To provide high quality reading material which appeals directly to the interests of PP eligible children. | Between 2016-17 and 2018-19, the attainment gap in KS1 Reading between PP eligible children and all children in the school decreased from -40 percentage points to -10.8 percentage points. Over the same period, the attainment gap in KS2 Reading between PP eligible children and PP children in Kent decreased from -14.4 percentage points to -5.9 percentage points. However, the attainment gap in KS2 Reading between PP eligible children and all children in the school increased from -15.8 percentage points to -17 percentage points. SLT have decided that reading will be a priority across the school this academic year. Additional focus will be placed on PP attainment to ensure that the gap in attainment continues to narrow. | -Increased pupil engagement in the selection of desirable reading material.  -Reading events with PP focus.  -Termly analysis of PP data for Reading.  -Performance management targets linked to Reading attainment.  -English subject leader action plan.  -Weekly release time for English subject leader.  -Termly meetings between HT and English leader. | HT  DHT  Literacy Coordinator |  |
| To promote emotional wellbeing for PP eligible pupils in Year 2 and 3. | To provide a 24-week programme of sessions designed to promote social and emotional well-being for PP eligible pupils. | When investigating PP barriers to learning it was revealed that, **“**Some pupils who are eligible for Pupil Premium do not yet possess learning attributes such as self-confidence, perseverance and resilience.” and “Some pupils eligible for Pupils Premium live in an environment not conducive to school readiness.” We will target Year 2 and 3 pupils and provide them with the core social and emotional skills necessary to be successful as they move through the school. | -Sessions to be delivered by highly trained FLO.  -Annual review of programme. | FLO |  |
| **Total budgeted cost** | | | | | £8,100 |
| 1. **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** | **Actions Taken** |
| To narrow the gap in Reading between PP eligible pupils and their non-disadvantaged peers in KS1 | To provide highly targeted, short-term programmes of reading intervention for selected Pupil Premium eligible children. | Between 2016-17 and 2018-19, the attainment gap in KS1 Reading between PP eligible children and all children in the school decreased from -40 percentage points to -10.8 percentage points. The narrowing of this gap can be attributed, in part at least, to the success implementation of successful 1:1 reading intervention strategies such as Reading Recovery. Last year all pupils engaged in 1:1 reading support made accelerated progress. This year the programme of 1:1 reading support will be continued and expanded. | -Screening for all PP children as they enter Year 1 and Year 2.  -Pupil Premium meetings to identify pupils in need of additional reading support.  -Experienced teacher to provide timetabled 1:1 support.  -Detailed entry, progress and exit data recorded to accurately measure progress in terms of reading age.  -Additional member of staff to be trained to deliver 1:1 reading support. | DHT  KY |  |
| To narrow the gap in Writing and Maths between PP eligible pupils and their non-disadvantaged peers in KS1. | To provide highly targeted short-term programmes of Writing and Maths intervention for selected Pupil Premium eligible children. | Historic data reveals a significant gap in the attainment of Writing and Reading in KS1. Between 2016-17 and 2018-19, the attainment gap in KS1 Writing between PP eligible children and all children in the school decreased from -36.7 percentage points in to -26.7 percentage points. Over the same period, the attainment gap in KS1 Maths between PP eligible children and all children in the school decreased from -36.7 percentage points to -30 percentage points. While the attainment gap is closing, it remains significant. Therefore, closing the attainment gap in Writing and Maths represents an important element of this strategy. | -Termly Pupil Premium meetings to identify pupils in need of additional Writing and Maths support.  -Qualified teacher to deliver bespoke intervention programmes designed to complement classroom learning.  -Entry, progress and exit data recorded to accurately measure progress.  -All interventions to be measured and reviewed against pupil performance targets.  -Annual review of every PP child completed by DHT and Class Techer. Findings to be passed to child’s next class teacher. | DHT  Year 1 Teacher  Year 2 Teacher  PP Intervention Teacher |  |
| To ensure PP eligible pupils are provided with the emotional and social support required to succeed in the classroom. | To provide programmes of play therapy designed to promote well-being, resilience and emotional intelligence. To train additional members of staff to deliver programmes of play therapy. | When investigating PP barriers to learning it was revealed that, **“**Some pupils who are eligible for Pupil Premium do not yet possess learning attributes such as self-confidence, perseverance and resilience.” and “Some pupils eligible for Pupils Premium live in an environment not conducive to school readiness.” Play therapy will help to address these issues and help promote school readiness. | -Meetings between Parents, Class Teachers and FLO to identify pupils who would benefit from play therapy.  -Entry, progress and exit data collected to show progress.  -Case studies to show progress. | Head Teacher  HLTA  WD |  |
| To ensure PP eligible pupils with SEN make accelerated progress across the academic year. | To provide 1:1 therapeutic, mentoring and coaching sessions for PP eligible pupils. To facilitate planned impact meetings designed to meet the individual needs of learners and their families to improve outcomes in school. To support teachers and teaching assistants in the delivery of quality first teaching. | When investigating PP barriers to learning it was revealed that: “The proportion of pupils who are eligible for Pupil Premium with SEN is higher than amongst non-disadvantaged pupils within the school.” and “Some pupils eligible for Pupils Premium live in an environment not conducive to school readiness.” The SENco will act as an important role for coordinating strategies designed to address these barriers for learning. | -Pupil Progress Meetings with FLO and Class Teachers.  -Termly review by SENco.  -SENco Performance Management | SENco |  |
| To improve the oral fluency of PP eligible pupils across the school. | To provide 1:1 or small group speech and language intervention to targeted PP eligible children. | When investigating PP barriers to learning it was revealed that, “Many pupils who are eligible for Pupil Premium have lower language proficiency then their non-disadvantaged peers.” The Education Endowment Foundation identified ‘Oral Language Interventions’ as an area with the potential for achieving significant progress for a minimal cost. The EFF concluded that “on average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.” Furthermore, it was added that, “some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.” We will start oral language interventions in EYFS and target pupils throughout the school. | -Meetings between class teachers, TAs, FLO and SENco to identify targeted pupils.  -Entry, progress and exit data collected.  -Review of speech and language programme to ensure effectiveness. | Deputy Head Teacher  MJ |  |
| To ensure that able PP eligible pupils meet their full academic potential. | To provide extension and enrichment opportunities for gifted PP eligible pupils. | Analysis of school data reveals that the proportion of PP eligible pupils achieving GDS is significantly lower than their non-disadvantaged peers. Between 2016-17 and 2017-18, attainment for PP eligible children in KS1 in Reading, Writing and Maths stayed at 0% of pupils achieving GDS. Over the same period, attainment for PP eligible children in KS2 in Reading and Writing decreased from 15.4% and 7.7% respectively to 0% of pupils achieving GDS while KS2 GPS and Maths increased from 15.4% and 7.7% to 28.6% and 14.3% of pupils achieving GDS respectively. Targeted extension and enrichment activities will help ensure that a greater proportion of PP eligible pupils reach the GDS standard. | -Pupil Premium Progress meetings to identify talented PP eligible pupils.  -bespoke provision put in place to meet the needs of targeted pupils.  -enrichment activities for talented PP pupils.  -funding in place to ensure all PP eligible pupils can take part in extra-curricular activities.  -Annual review of every PP child completed by DHT and Class Techer. Findings to be passed to child’s next class teacher. | Deputy Head Teacher  Class Teachers |  |
| **Total budgeted cost** | | | | | £48,420 |
| **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** | **Actions Taken** |
| To increase the engagement of PP eligible children with their learning. | To provide enhanced feedback and metacognitive opportunities for PP eligible children. | The Education Endowment Foundation identified Metacognition and Self-Regulation as areas with the potential to have significant positive effects on pupil attainment. The EEF concluded that on average pupils engaging in such strategies demonstrated 8 moths accelerated progress. We will provide targeted PP eligible children with time and support to reflect upon and make improvements to their classroom learning. Pupils will set personal and academic targets and have review sessions with their parents, teachers and members of the SLT. | -Pupil-Parent-Teacher conferences to take place instead of traditional parents’ consultations.  -Collection of case studies and pupil perception interviews to demonstrate impact. | Head Teacher  Deputy Head Teacher |  |
| To ensure PP eligible pupils and their families are provided with the emotional and social support required to attend and succeed at school. | To support vulnerable families and ensure the attendance and school readiness of Pupil Premium eligible children. To provide a nurture group for KS2 Children. | When investigating PP barriers to learning it was revealed that, **“**Some pupils who are eligible for Pupil Premium do not yet possess learning attributes such as self-confidence, perseverance and resilience.” and “Some pupils eligible for Pupils Premium live in an environment not conducive to school readiness.” Attendance data for the period 2017-18 also reveals that PP eligible pupils’ attendance is lower than their disadvantaged peers:  -Acorn: +0.15%  -Year 1: -5.35%  -Year 2: -2.58%  -Year 3: -6.5%  -Year 4: -3.54%  -Year 5: -3.2%  -Year 6: -0.08%  The FLO will work to ensure that PP eligible children’s families feel supported so that their children arrive at school and are ready to learn. They will organise planned impact meetings to meet the individual needs of learners and their families. | -FLO to laisse and support families in need of support.  -Practical support offered to ensure pupils get to school.  -Case studies to demonstrate impact  -To deliver a nurture group for KS2 pupils to promote social wellbeing and school readiness.  -Termly review of PP attendance. | FLO  WD |  |
| To increase the engagement of the parents of PP eligible children. | To invite the parents of PP eligible children to take part in parent-teacher- pupil conferences. To provide opportunities for the parents of PP eligible children to take a more active role in their child’s education. | When investigating PP barriers to learning it was revealed that, “Some of the parents of pupils eligible for Pupil Premium struggle to engage with their child’s education in a meaningful and positive way. As a result, pupils eligible for Pupils Premium often have less parental support than their non-disadvantaged peers.” The Education Endowment Foundation identified ‘Parental Engagement’ as an area which had the potential to positively impact pupil attainment. The EEF concluded that on average, programmes designed to promote parental engagement resulted in 3 months accelerated progress over an academic year. | -Structured conversations with the parents of PP eligible children.  -Trial of Class Blog in Year 2-  -Trial and review of parent-teacher-pupil conferences.  -Review of programme of parental engagement activities. | Head Teacher  Deputy Head Teacher  FLO |  |
| To provide the parents of PP eligible children with the skills needed to support their children with their home learning. | To lead workshops focussing on core curriculum areas as well as social and emotional issues designed to help parents support their children’s’ home learning. | When investigating PP barriers to learning it was revealed that, “Some of the parents of pupils eligible for Pupils Premium struggle to engage with their child’s education in a meaningful and positive way. As a result, pupils eligible for Pupils Premium often have less parental support than their non-disadvantaged peers.” The Education Endowment Foundation identified ‘Parental Engagement’ as an area which had the potential to positively impact pupil attainment. The EEF concluded that on average, programmes to promote parental engagement resulted in 3 months accelerated progress over an academic year. We will implement a range of strategies designed to promote parental engagement. | -FLO to invite all parents to workshops but target Pupil premium families.  -Workshops to be delivered by trained Family Liaison Officer.  -Bespoke support for targeted PP eligible families.  -Parental reading and phonics workshops | FLO  KY |  |
| **Total budgeted cost** | | | | | £6,500 |
| **Total Pupil Premium** | | | | | 63,020 |