

Pupil premium strategy statement (Barham Primary School)

The Pupil Premium Grant is allocated to schools by the government to provide funding for the the following policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential
- Supporting children and young people with parents in the regular armed forces
- Providing support for those children who have been eligible for FSM (Free School Meals) at any stage in their primary schooling ('Ever 6' means ever eligible over the last 6 years). Including those who are 'Looked After' (Fostered).

Whilst allocated on a per pupil basis, the grant may be spent for the educational benefit of all pupils registered at our school. We recognise that not all children attracting Pupil Premium will need support or are disadvantaged and that not all pupils who are 'disadvantaged' or need support are eligible for pupil premium. The attainment of all pupils, including Pupil Premium children, is measured through half-termly ECM meetings where there is a focus on individual children to ensure that they are all meeting their targets. Those who are not will receive targeted support.

Designated Staff member in charge: Miss Tina Murray

Nominated Governor: Miss Elaine Webb

Our Mission statement: Striving for Excellence

Our School Priorities:

Strategic Priority 1 – Quality of Teaching, Learning & Assessment and Outcomes for Pupils:

To further develop effectiveness of Learning Assistants to ensure maximum impact on pupils progress (TM)

Strategic Priority 2 – Effectiveness of Leadership and Management:

To sustain being the school of choice and minimise in school mobility (MH/JT)

Strategic Priority 3 – Quality of Teaching, Learning & Assessment and Outcomes for Pupils:

To develop feeding forward marking by implementing strategic minimal marking at a glance to ensure accelerated pupil progress (SR)

Strategic Priority 4 – Quality of Teaching, Learning & Assessment and Outcomes for Pupils:

To create speakers who are able to use higher order receptive and expressive language when articulating their understanding across the curriculum (TM/JT)

Strategic Priority 5 – Effectiveness of Leadership and Management, Quality of Teaching, Learning & Assessment and Outcomes for Pupils:

To further develop our curriculum to enable all learners to retain learning overtime and transfer this to a new context across all subjects (EH/ND)

1. Summary information					
School	Barham Primary School				
Academic Year	2018-2019	Total PP budget	£120,000	Date of most recent PP Review	September 2018
Total number of pupils	930	Number of pupils eligible for PP	69 7%	Date for next internal review of this strategy	July 2019

2. Current attainment				
	<i>Pupils eligible for PP 2018 School</i>	<i>Pupils eligible for PP (national average) 2018</i>	<i>Pupils not eligible for PP 2018 School</i>	<i>Pupils not eligible for PP (national average) 2018</i>
Reflective of 6 pupils out of 121	Expected Standard and above	Expected Standard and above	Expected Standard and above	Expected Standard and above
Met end of year 2 expectations in RWM	50%	69%	70%	69%
Met end of year 2 expectations in reading	67%	79%	77%	79%
Met end of year 2 expectations in writing	67%	74%	71%	74%
Met end of year 2 expectations in maths	50%	80%	78%	80%
	<i>Pupils eligible for PP 2018 School</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils not eligible for PP 2018 School</i>	<i>Pupils not eligible for PP (national average) 2018</i>
Reflective of 27 pupils out of 120	Expected Standard and above	Expected Standard and above	Expected Standard and above	Expected Standard and above
Met end of year 6 expectations in RWM	82%	70%	59%	70%
Met end of year 6 expectations in reading	85%	80%	69%	80%
Met end of year 6 expectations in writing	89%	83%	74%	83%
Met end of year 6 expectations in maths	89%	81%	76%	81%

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.	Outcomes in early years needs to improve for all children including Pupil Premium children in speaking, writing, reading, number, shape, space and measure.	
B.	A gap exists between Pupil Premium and Non-Pupil Premium children in KS1 at the expected standard in Writing and Mathematics.	
C.	A in school gap exists at KS2 between the attainment of Pupil Premium and Non-Pupil Premium children in reading, writing and maths.	
D.	A significant decline year on year in performance of FSM and middle attainers in KS2 Reading.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Improve attendance for all pupils, boys, girls and children with EHC plans to at least the national average	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	EYFS Improve outcomes for all children in <u>Speaking</u> , Writing, Reading, Number, <u>PSED</u> and Shape, Space and Measure.	Children in EYFS make rapid progress by the end of the year so that all children eligible for PP meet age expected.
B.	KS1 A higher percentage of disadvantaged pupils in KS1 to meet the expected standard in Reading, Writing and Mathematics so gaps with their peers are closed.	Children in KS1 make rapid progress by the end of the year so that all children eligible for PP meet the expected standard in R, W + M
C.	At KS2, close the in-school gaps at KS2 between the attainment of disadvantaged and non-disadvantaged pupils in reading and maths.	Children in KS2 make rapid progress by the end of the year so that all children eligible for PP close the gap in reading and maths between Non-PP.
D.	KS2 Reading where FSM and middle attainers have been identified as groups that has a significant decline year on year in performance are being tracked.	Children in KS2 that are FSM and middle attainers make rapid progress by the end of the year so that all children eligible for FSM are in line with their peers.
E.	Improve involvement of children in extra-curricular, encouraging healthy lifestyles, emotional and well-being, encourage a positive attitude towards learning beyond school day, improved aspirations.	Pupil Voice through provision provided through school. (Trips, visitors, interventions, clubs).

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?
A. EYFS Improve outcomes for all children in <u>Speaking</u> , <u>Writing</u> , <u>Reading</u> , <u>Number</u> , <u>PSED</u> and <u>Shape</u> , <u>Space</u> and <u>Measure</u> .	ECM meetings conducted to monitor the progress of PP children. EYFS staff to attend CPD training to deliver higher QFT.	Investment in longer term change which will help all children. The ECM meetings will help identify early intervention to improve language and communication skills. Through professional dialogue it will help identify next steps. NfER research identifies that most effective strategies are small group additional teaching and improving feedback between teachers and pupils.	ECM meetings will feature on the monitoring calendar and will be conducted half-termly.	Trainee Heads	July 2019
B. KS1 A higher percentage of disadvantaged pupils in KS1 to meet the expected standard in Reading, Writing and Mathematics so gaps with their peers are closed.	Additional LAs employed in years 1 and 2 to carry out interventions. Quality curriculum booster club resources. More able provision to enable children to have a good understanding of philosophy and mathematics. Reading champion LAMDA classes offered to PP children.	To provide personalised intervention so the attainment gap between PP and Non-PP is closed and pupils are in line with the national averages. Teachers will have the necessary resources they need to fill in gaps for PP children. This provision will enable PP children to be in line with their Non-PP peers. The provision expose the children to depth and breadth of the curriculum. The TA will be deployed to address any early intervention as identified. The support will be both through in class and intervention. LAMDA classes are focused on supporting PP children developing their: Interpretative skills Technical skills Communication skills.	The additional adults will be directed by both the phase leaders and year group leaders. The support will be timetabled in. The additional adults will provide regular updates at the end of term. The individual year groups will look at their action plans and plan in quality curriculum booster club resources accordingly. This provision will take place on a rotation and the children will be selected and names will be passed onto the more able lead. Performance management targets, lesson observations and class provision maps and target tracker data will ensure the impact of implementation. Children may sit LAMDA exams.	Trainee Heads Years 1 and 2 year group leads and phase leader Teachers DHT (More & Most able lead) Trainee Heads	July 2019 July 2019 July 2019

C. At KS2, close the in-school gaps at KS2 between the attainment of disadvantaged and non-disadvantaged pupils in reading and maths.	Additional support appointed in Key Stage 2 to provide personalised provision.	To provide personalised intervention so the attainment gap between PP and Non-PP is closed and pupils are in line with the national averages.	The additional support will be directed by both the phase leaders and year group leaders. The support will be timetabled in. The additional support will provide regular updates at the end of term.	Trainee Heads	July 2019
	Quality curriculum booster club resources	Teachers will have the necessary resources they need to fill in gaps for PP children.	The individual year groups will look at their action plans and plan in quality curriculum booster club resources accordingly.	Years 1 and 2 year group leads and phase leader	
	More able provision to enable children to have a good understanding of philosophy and mathematics.	This provision will enable PP children to be in line with their Non-PP peers. The provision expose the children to depth and breadth of the curriculum.	This provision will take place on a rotation and the children will be selected and names will be passed onto the more able lead.	Teachers	July 2019
	Reading Champion	Research states that children need to have a love of reading if they are to be successful. The provision will ensure PP children have a love of reading and thus have an improved attainment in reading.	Performance management targets, lesson observations and class provision maps and target tracker data will ensure the impact of implementation.	DHT (More & Most able lead)	July 2019
	Brilliant Club-more able mathematical provision.	PP funding should not only be used for those who are less able but also to challenge the more able PP. They should be no glass ceiling on these children.	The Literacy Lead will direct the reading champion. Target tracker will show the impact of f this provision.	Trainee Heads	
	LAMDA classes offered to PP children.	LAMDA classes are focused on supporting PP children developing their: Interpretative skills Technical skills Communication skills.	This provision will take place on a rotation and the children will be selected and names will be passed onto the more able lead. Children may sit LAMDA exams.	Trainee Head (Literacy Lead) DHT (More & Most able lead)	July 2019 July 2019
D. KS2 Reading where FSM and middle attainers have been identified as groups that has a significant decline year on year	Reading Champion	Research states that children need to have a love of reading if they are to be successful. The provision will ensure PP children have a love of reading and thus have an improved attainment in reading.	The Literacy Lead will direct the reading champion. Target tracker will show the impact of f this provision.	Trainee Head (Literacy Lead)	July 2019
Total budgeted cost					110, 600

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?
Total budgeted cost					
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?
E. Improve involvement of children in extra-curricular, encouraging healthy lifestyles, emotional and well-being, encourage a positive attitude towards learning beyond school day, improved aspirations.	LAMDA to promote self-esteem and confidence, as well as oracy development.	Research states that once a child's emotional and social well-being is secure, only then will they make academic progress. The long term investment will ensure the children have foundations in place.	This will be conducted termly. The impact will be provided through reports produced by LAMDA and pupil voice will show the impact.	Trainee Head	July 2019
	Emotional Literacy training.	Emotional Literacy training will support LAs' to give the emotional support and guidance to our vulnerable pupils.	BOXALL will be used to identify the impact of emotional support given.		
	Subsidised music tuition	PP children need to be given the opportunity to pursue extracurricular activities. This will enable PP children to develop their talents in different fields.	Feedback from the Music provider. Pupils apply their learning and perform their instrumental skills to a range of audience. Pupil undertake music exams	Music Teacher	July 2019
	Careers Week	PP children need to have aspirations just as high as their peers, so they can too, go and succeed in society.	Different professions will be invited to give talks to the children. Follow up work in the classrooms will show impact.	Trainee Head	July 2019
	Educational visits/school journey and other enrichment activities	Due to financial barriers PP children may not be able to go on educational visits/enrichment activities. The allocation of this funding will allow these children to have the same experience as their peers, and experience places they may never go.	The half-termly MTP will show the planned educational visits. Follow up work will further show the impact	Teacher	July 2019

	Mosaic Project	The purpose of this provision is work with PP girls in years 5 and 6 so they have high aspirations in life. Research shows that children from a PP background then to have low aspirations.	The girls and their mums attend a series of sessions and at the end of the sessions they are graduated. Pupil voice from parents and children will further show the impact.	Family Link Worker	July 2019
E. Improved attendance rates for children eligible for PP	Learning mentor	The role of the learning will ensure that children have the correct behaviour for learning and have the support they need to address the barriers they may face whilst at school. Emotional Literacy training to support nurture groups.	Teachers/SENCO will make referrals to Learning Mentor. The sessions will take place in and outside the classroom as required. The impact will be measured as soft data and target tracker data. An improvement in attendance will also show this.	Learning Mentor/SENCO	July 2019
E. More engagement from hard to reach families, improve attendance	Family Support Worker SENDCO	Improving resilience of families, improving attendance, behaviour boundaries of children and understanding of children. Running a variety of parent workshops for vulnerable families.	Liaise with family support worker through regular meetings. Feedback from parents/ families.	Trainee Head/Safe-guarding officer	July 2019
Total budgeted cost					64,000

6. review of expenditure				
Previous Academic Year				
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
ii. Targeted support				
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
iii. 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
				£56,000

7. Additional detail
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: www.barhamprimaryschool.co.uk</p>