

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 actively promote a culture of consistency and consolidation with the conviction to strive for accelerated progress and high attainment.

Strategic Priority 2 – Quality of Teaching, Learning & Assessment and Outcomes for Pupils:

To further develop higher order Communication and Language skills throughout the curriculum.

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

To hold ourselves and others to account for highly aspirational targets.

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

To create readers who are able to articulate their understanding through higher order well written and verbal responses.

Strategic Priority 5 –Effectiveness of Leadership and Management:

To share exceptional practice through collaboration with others globally, nationally and locally.

1. Summary information					
School	Barham Primary School				
Academic Year	2017-2018	Total PP budget	£129,360	Date of most recent PP Review	January 2018
Total number of pupils	930	Number of pupils eligible for PP	82 9%	Date for next internal review of this strategy	July 2018

2. Current attainment				
	<i>Pupils eligible for PP 2017 School</i>	<i>Pupils eligible for PP (national average) 2017</i>	<i>Pupils not eligible for PP 2017 School</i>	<i>Pupils not eligible for PP (national average) 2017</i>
Reflective of 9 pupils out of 120	Expected Standard and above	Expected Standard and above	Expected Standard and above	Expected Standard and above
Met end of year 2 expectations in RWM	44%	64%	56%	64%
Met end of year 2 expectations in reading	67%	79%	76%	79%
Met end of year 2 expectations in writing	56%	72%	68%	72%
Met end of year 2 expectations in maths	67%	79%	75%	79%
	<i>Pupils eligible for PP 2017 School</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils not eligible for PP 2017 School</i>	<i>Pupils not eligible for PP (national average) 2016</i>
Reflective of 23 pupils out of 90	Expected Standard and above	Expected Standard and above	Expected Standard and above	Expected Standard and above
Met end of year 6 expectations in RWM	57%	67%	52%	67%
Met end of year 6 expectations in reading	65%	77%	57%	77%
Met end of year 6 expectations in writing	83%	81%	81%	81%
Met end of year 6 expectations in maths	74%	80%	78%	80%

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 Reading, Writing and Mathematics.	
C.	A in school gap exists at KS2 between the attainment of Pupil Premium and Non-Pupil Premium children in reading 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

2017-2018

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?
<p>A.</p> <p>EYFS</p> <p>Improve outcomes for all children in <u>Speaking</u>, Writing, Reading, Number, <u>PSED</u> and Shape, Space and Measure.</p>	<p>ECM meetings conducted to monitor the progress of PP children.</p> <p>EYFS staff to attend CPD training to deliver higher QFT.</p>	<p>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.</p> <p>NfER research identifies that most effective strategies are small group additional teaching and improving feedback between teachers and pupils.</p>	<p>ECM meetings will feature on the monitoring calendar and will be conducted half-termly.</p>	<p>Trainee Heads</p>	<p>July 2018</p>
<p>B.</p> <p>KS1</p> <p>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.</p>	<p>Additional TAs employed in years 1 and 2 to carry out interventions.</p> <p>Quality curriculum booster club resources.</p> <p>More able provision to enable children to have a good understanding of philosophy and mathematics.</p> <p>Reading champion</p> <p>LAMDA classes offered to PP children.</p>	<p>To provide personalised intervention so the attainment gap between PP and Non-PP is closed and pupils are in line with the national averages.</p> <p>Teachers will have the necessary resources they need to fill in gaps for PP children.</p> <p>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.</p> <p>The TA will be deployed to address any early intervention as identified. The support will be both through in class and intervention.</p> <p>LAMDA classes are focused on supporting PP children developing their: Interpretative skills Technical skills Communication skills.</p>	<p>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.</p> <p>The individual year groups will look at their action plans and plan in quality curriculum booster club resources accordingly.</p> <p>This provision will take place on a rotation and the children will be selected and names will be passed onto the more able lead.</p> <p>Performance management targets, lesson observations and class provision maps and target tracker data will ensure the impact of implementation.</p> <p>Children may sit LAMDA exams.</p>	<p>Trainee Heads</p> <p>Years 1 and 2 year group leads and phase leader</p> <p>Teachers</p> <p>DHT (More & Most able lead)</p> <p>Trainee Heads</p>	<p>July 2018</p> <p>July 2018</p> <p>July 2018</p>

C. At KS2, close the in-school gaps at KS2 between the attainment of disadvantaged and non-disadvantaged pupils in reading and maths.	Additional teacher 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 teachers will be directed by both the phase leaders and year group leaders. The support will be timetabled in. The additional teachers will provide regular updates at the end of term.	Trainee Heads	July 2018
	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 2018
	Additional TA employed in years 1 and 2 to carry out interventions.	The TA will be deployed to address any early intervention as identified. The support will be both through in class and intervention.	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 2018
	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 Heads	July 2018
	Brilliant Club-more able mathematical provision. LAMDA classes offered to PP children.	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. LAMDA classes are focused on supporting PP children developing their: Interpretative skills Technical 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 2018 July 2018
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 2018
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.	Wizard Theatre 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 Wizard Theatre and pupil voice will show the impact.	Trainee Head	July 2018
	Subsidised music tuition	PP children need to be given the opportunity to pursue extracurricular activities. This will enable PP children to be 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 2018
	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 2018
	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 2018

	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 2018
	Marlborough project	The purpose of this provision is work with PP children across the school with their parents to support behaviours and support at home. To also improve relationships with parents and child so they have high aspirations in life. Research shows that children from a PP background then to have low aspirations.	Weekly afternoon sessions led by a psychologist and family liaison officer. Parents and children attend together. -Multifamily groups in schools. Child is identified as having behavioural, emotional or social difficulties, attends group with parent/caregiver. Model is based on systemic theory (focus of intervention is on relationships between child and parent, families and schools). Groups are co-facilitated by school based partner and CAMHS Early Intervention Worker.	Trainee Head/Safe-guarding officer Family Support Worker	July 2018
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.	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 2018
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 2018
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
<p>A. EYFS Improve outcomes for all children in <u>Speaking</u>, Writing, Reading, Number, <u>PSED</u> and Shape, Space and Measure.</p>	<p>ECM meetings conducted to monitor the progress of PP children.</p> <p>EYFS staff to attend CPD training to deliver higher QFT.</p> <p>Successful EYFS borough moderation.</p>	<p>ECM meetings ensured that all the children throughout the year were closely monitored to ensure personalised provision.</p> <p>Good level of development 70% Barham. National 71.5%.</p> <p>Barham is just 1.5% below in comparison to National.</p> <p>Successful EYFS borough moderation.</p>	<p>To continue with ECM meetings and ensure adults are placed accordingly to support children with multiple areas of difficulties- setting high levels of aspirational targets for all areas of learning.</p> <p>Lamda / Wizard to be offered to reception classes.</p>	
<p>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.</p>	<p>Additional teacher/ TAs appointed in Key Stage 1 to provide personalised provision.</p> <p>Quality curriculum booster club resources</p> <p>More able provision to enable children to have a good understanding of philosophy and mathematics. Additional TA employed in years 1 and 2 to carry out interventions.</p> <p>DH taking higher attaining groups and supporting chn and staff.</p> <p>Additional TA employed in years 1 and 2 to carry out interventions.</p> <p>Reading champion</p>	<p>At present the raise online data showing the breakdown for groups as not be released. However, below is an indication as a whole cohort outcome in KS1.</p> <p>In Reading at EXS or better , Barham was 76% and National was 75.5%</p> <p>In Reading at GDS, Barham was 17.4% and National was 25.7%.</p> <p>In writing at EXS or better , Barham was 71.1% and National was 70%</p> <p>In Writing at GDS, Barham was 10.7% and National was 15.9%.</p> <p>In Maths at EXS or better , Barham was 77% and National was 76%</p> <p>In Maths at GDS, Barham was 19% and National was 21.8%.</p>	<p>Provision to continue as the impact has been evident. In the process of recruiting an additional adult to take this role.</p> <p>More able provision to continue with Brilliant club as impact has been evident.</p> <p>Lamda to continue to be offered throughout the school in and as an after school provision.</p> <p>Continue to run and develop 'Destination Reader' across the school. See reading data for July 2018 for impact.</p> <p>The summative assessment to be regular feature to monitor the provision and inform next steps.</p>	

<p>C. At KS2, close the in-school gaps at KS2 between the attainment of disadvantaged and non-disadvantaged pupils in reading and maths.</p>	<p>Additional teachers appointed in Key Stage 2 to provide personalised provision.</p> <p>Quality curriculum booster club resources</p> <p>More able provision to enable children to have a good understanding of philosophy and mathematics.</p> <p>Additional TA employed in years 2 and 6 to carry out interventions.</p> <p>Reading Champion</p> <p>Brilliant Club-more able mathematical provision.</p>	<p>At present the raise online data showing the breakdown for groups as not be released. However, below is an indication as a whole cohort outcome in KS2.</p> <p>In Reading at EXS, Barham was 76.3% and National was 75% In Reading at GDS, Barham was 25.4% and National was 27.8%. In writing at EXS or better , Barham was 80.7% and National was 78.2% In Writing at GDS, Barham was 15.8% and National was 19.7%. In Maths at EXS or better , Barham was 82.5% and National was 75.3% In Maths at GDS, Barham was 36% and National was 23.3%.</p> <p>Lamda worked well for bulge class in year 5-instant impact on confidence</p>	<p>Additional teacher to remain in year 3/4.</p> <p>More able provision to continue with Brilliant club as impact has been evident.</p> <p>Lamda to continue to be offered throughout the school in and as an after school provision.</p> <p>Continue to run and develop 'Destination Reader' across the school. See reading data for July 2018 for impact.</p> <p>Public speaking introduced to further improve attainment.</p>	
<p>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.</p>	<p>Additional teachers appointed in Key Stage 2 to provide personalised provision.</p> <p>Quality curriculum booster club resources</p> <p>Additional TA employed in year 6 to carry out interventions.</p> <p>Reading Champion</p>	<p>In Reading at EXS, Barham was 76.3% and National was 75% In Reading at GDS, Barham was 25.4% and National was 27.8%.</p> <p>TA Attainment in Reading is in line with set target with no difference between Reading and Writing.</p>	<p>Additional teacher/ TA to remain in years 3-6.</p> <p>Provision maps to continue to be evaluative and support middle attaining children throughout the year to close the gaps.</p> <p>Lamda/ wizard to continue to be offered throughout the school in and as an after school provision to these selected children.</p> <p>Continue to run and develop 'Destination Reader' across the school. See reading data for July 2018 for impact.</p>	

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
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.	<p>Wizard Theatre to promote self- esteem and confidence, as well as oracy development.</p> <p>Subsidised music tuition</p> <p>Careers Week</p> <p>Educational visits/school journey and other enrichment activities</p>	<p>Feedback from teachers has been positive in terms of provision received from Wizard Theatre.</p> <p>The children receiving music tuition have successfully performed in the annual school concert. On average the termly assessment scores have been in to 80%-100% range.</p> <p>Children have continued to enjoy enrichment activities.</p> <p>Children have continued to enjoy enrichment activities. An increasing number of children year on year attend visits and residential.</p>	<p>TM has spoken with Wizard manager. Sessions next year to offer a range of support around the strategic priority on expressive and receptive language. Sessions will be tailored and can/will include EAL, PP, SEND children.</p>	
E. Improved attendance rates for children eligible for PP	<p>Learning mentor</p>	<p>An improvement has been observed the children being supported by the mentor. The parental engagement of parents of these children as also improved.</p> <p>Attendance has continued to improve and is above national.</p>	<p>To continue with the more detailed use of SDQs to analyse data and impact.</p> <p>Emotional Literacy training to start in September for staff.</p>	
E. More engagement from hard to reach families, improve attendance	<p>Family Support Worker</p>	<p>The support has meant that relationships between supported parents and their children has improved. This in return has meant that these children are most focused and attentive in their learning. Also, the partnership between school and hard to reach parents</p> <p>Attendance has continued to improve and is above national.</p>	<p>To continue</p>	

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