

Evaluated 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. 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																																																																																										
EYFS Improve outcomes for all children in Speaking, Writing, Reading, Number, PSED and Shape, Space	Children in EYFS make rapid progress by the end of the year so that all children eligible for PP meet age expected.	ECM meetings ensured that all the children throughout the year were closely monitored to ensure personalised provision. See personalised evaluated provision maps. Good level of development 68% Barham. National 72%. Successful EYFS borough moderation. Cross moderation with other settings. Clear transition procedures in place for all chn.	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. Lamda to be offered to reception classes. Reception staff to work closely with year 1 team to ensure planning for greater depth																																																																																											
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	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. <table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="4">Reading %</th> <th colspan="4">Writing %</th> <th colspan="4">Maths %</th> <th colspan="4">Science %</th> <th colspan="4">RWM %</th> </tr> <tr> <th colspan="2">School</th> <th colspan="2">National</th> </tr> <tr> <th>EX+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>71</td> <td>19</td> <td>75</td> <td>25</td> <td>70</td> <td>7</td> <td>69</td> <td>15</td> <td>77</td> <td>19</td> <td>76</td> <td>22</td> <td>85</td> <td>82</td> <td>68</td> <td>5</td> <td>65</td> <td>11</td> </tr> </tbody> </table> Phonics 2019 <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">%</th> </tr> <tr> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Y1 pupils</td> <td>83</td> <td>82</td> </tr> </tbody> </table>		Reading %				Writing %				Maths %				Science %				RWM %				School		National		School		National		School		National		School		National		School		National		EX+	GD	EX+	GD	EX+	GD	EX+	GD	EX+	GD	EX+	GD	EX+	GD	EX+	GD	EX+	GD	EX+	GD	All pupils	71	19	75	25	70	7	69	15	77	19	76	22	85	82	68	5	65	11		%		School	National	Y1 pupils	83	82	Provision to continue as much as possible to ensure the impact has been evident. More able provision to continue with Brilliant club as impact has been evident. Lamda to continue to be offered throughout the school in and as an after school provision. Continue to run and train new staff on 'Destination Reader' across the school. The summative assessment to be regular feature to monitor the provision and inform next steps. Cross school/ year group moderation to continue.			
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At KS2, close the in-school gaps at KS2 between the attainment of the 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	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. <table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="4">Reading %</th> <th colspan="4">Writing %</th> <th colspan="4">Maths %</th> <th colspan="4">RWM%</th> <th colspan="4">GPS%</th> <th colspan="2">Science%</th> </tr> <tr> <th colspan="2">School</th> <th colspan="2">National</th> <th>Sch</th> <th>N</th> </tr> <tr> <th>EX+</th> <th>HS</th> <th>EX+</th> <th>HS</th> <th>EX+</th> <th>GD</th> <th>EX+</th> <th>GD</th> <th>EX+</th> <th>HS</th> <th>EX+</th> <th>HS</th> <th>EX+</th> <th>GD</th> <th>EX+</th> <th>GD</th> <th>EX+</th> <th>HS</th> <th>EX+</th> <th>HS</th> <th>EX+</th> <th></th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>73</td> <td>25</td> <td>73</td> <td>27</td> <td>76</td> <td>16</td> <td>78</td> <td>20</td> <td>77</td> <td>33</td> <td>79</td> <td>27</td> <td>68</td> <td>8</td> <td>65</td> <td>11</td> <td>75</td> <td>49</td> <td>78</td> <td>36</td> <td>81</td> <td>(82)</td> </tr> </tbody> </table> <p style="text-align: center;"><i>(Figures for science in brackets are 2018)</i></p>		Reading %				Writing %				Maths %				RWM%				GPS%				Science%		School		National		Sch	N	EX+	HS	EX+	HS	EX+	GD	EX+	GD	EX+	HS	EX+	HS	EX+	GD	EX+	GD	EX+	HS	EX+	HS	EX+		All pupils	73	25	73	27	76	16	78	20	77	33	79	27	68	8	65	11	75	49	78	36	81	(82)	More able provision to continue with Brilliant club as impact has been evident. Lamda to continue to be offered throughout the school in and as an after school provision. Continue to run and train new staff on 'Destination Reader' across the school. Public speaking introduced to further improve attainment. Cross school/ year group moderation to continue.																	
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<p>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>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.</p>	<p>In Reading at EXS, Barham was 73% and National was 73%</p> <p>In Reading at GDS, Barham was 25% and National was 27%.</p> <table border="1" data-bbox="434 256 1592 336"> <thead> <tr> <th></th> <th colspan="3">Reading test scores</th> <th colspan="3">Maths test scores</th> <th colspan="3">GPS test scores</th> </tr> <tr> <th></th> <th>School</th> <th>Brent</th> <th>National</th> <th>School</th> <th>Brent</th> <th>National</th> <th>School</th> <th>Brent</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>103</td> <td>104.6</td> <td>104.4</td> <td>104.7</td> <td>106.5</td> <td>105</td> <td>108</td> <td>108.2</td> <td>106.3</td> </tr> </tbody> </table>		Reading test scores			Maths test scores			GPS test scores				School	Brent	National	School	Brent	National	School	Brent	National	All pupils	103	104.6	104.4	104.7	106.5	105	108	108.2	106.3	<p>Provision maps to continue to be evaluative and support middle attaining children throughout the year to close the gaps.</p> <p>Lamda to continue to be offered throughout the school in and as an after school provision to these selected children.</p> <p>Cross school/ year group moderation to continue.</p> <p>Continue to run and train new staff on 'Destination Reader' across the school.</p>	
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ii. Targeted support

Desired outcome	Chosen action/a 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/a 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>Improve involvement of children in extra-curricular, encouraging healthy lifestyles, emotional and well-being, encourage a positive attitude towards learning.</p>	<p>Pupil Voice through provision provided through school. (Trips, visitors, interventions, clubs).</p>	<p>Feedback from teachers has been positive in terms of provision received from extra curricular sports activities.</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 planned by school.</p> <p>Children have continued to enjoy enrichment activities. An increasing number of children year on year attend visits and residential.</p>	<p>Wizard and LAMDA carrying out first day INSET training for all staff around the strategic priority on expressive and receptive language. Sessions will be tailored and can/will include EAL, PP, SEND children.</p>	<p>£56,000</p>

<p>E. Improved attendance rates for children eligible for PP</p>	<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 continue in September for staff.</p>	
<p>E. More engagement from hard to reach families, improve attendance</p>	<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>	