

## Pupil premium strategy statement: Great Barton C of E Primary Academy

1. Summary information					
<b>School</b>	Great Barton C of E Primary Academy				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£19,000	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils</b>	205	<b>Number of pupils eligible for PP</b>	16	<b>Date for next internal review of this strategy</b>	April 2020

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Limited vocabulary - affects reading comprehension, especially inference and deduction of more complex texts, understanding of mathematical concepts such as reasoning skills and problem solving and restricts the ability to attain at age-expected level.	
<b>B.</b>	Social, emotional and behavioural problems affecting wellbeing and progress	
<b>C.</b>	Weaknesses in learning behaviours e.g. lack of independence, resilience or confidence, low self-esteem	
<b>D.</b>	Specific additional needs included those being supported as SEN	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Need to develop a closer partnership with some parents in order to develop shared approaches to overcoming barriers.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All pupils to make at least sufficient progress and have opportunities relevant to their age and aptitude -Teacher assessments -Summative assessments (PUMA, PIRA, GAPS, PiE and PiM) -Insight tracking -Baseline assessment for new entrants and EYFS -Assessment at start and end of interventions - Intervention Impact grids show progress over time - Registers and records show that all pupil premium children are given the opportunity to attend wider educational opportunities including trips and visits, extra-curricular activities	All pupil premium children, regardless of prior attainment, will make at least sufficient progress, with some of those whose attainment is below age related, beginning to catch up and achieve age related expectations or above. To ensure that all pupil premium children have the wider opportunities and experiences relevant to their peer group. All staff with undertake relevant training to support sufficient progress of pupils.
<b>B.</b>	Social emotional and behavioural issues show improvement - Fewer incidents of “amber/red” leading to reduction in exclusions - Pupil perceptions - Parent perceptions	Improvements in the overcoming barriers for specific children including reduced incidents of behavioural problems, increased participation in class, reduction in friendship/ social issues, increased social integration

	<ul style="list-style-type: none"> <li>- Assessment through CISS feed into Targeted Support Plans and show an impact as a result</li> <li>- Insight tracking</li> <li>- Intervention Impact grids show progress over time</li> </ul>	
<b>C.</b>	<p>Improved learning behaviours e.g. increased independence, resilience and confidence, raised self-esteem</p> <ul style="list-style-type: none"> <li>- Pupils attend LEGO therapy and SCUBA sessions and impact is measured through Intervention Impact grids.</li> <li>- Pupil profiles are completed and revisited throughout the year</li> <li>- Pupil perceptions</li> <li>- Parent perceptions</li> </ul>	Improvements in learning behaviours demonstrated by targeted pupil premium children are evident through pupil perceptions, intervention impact grids, pupil profiles and reports from class teachers.
<b>D.</b>	<p>Additional needs are supported effectively</p> <ul style="list-style-type: none"> <li>- Baseline assessment monitors accelerated progress</li> <li>- Pupil profiles are completed and revisited throughout the year</li> <li>- Pupil perceptions</li> <li>- Parent perceptions</li> <li>- Pupils with additional special educational needs show progress against their TSP</li> </ul>	Children with additional needs are supported effectively through the school's SEND practice, with recognition and support for any additional factors that the children may face
<b>E.</b>	<p>Improved partnership with parents/carers.</p> <ul style="list-style-type: none"> <li>- Record of attendance at parents evening, Share session and Welcome Wednesdays</li> <li>- Parent perceptions</li> <li>- Attendance of pupils at after-school homework club.</li> </ul>	Increased attendance by parents/carers at school meetings and events. Increased parental support for learning at home, e.g. hearing children read, support with homework. All pupil premium children are able to complete their homework with support from either parents or school.

<b>4. Planned expenditure</b>					
<b>Academic year</b>		<b>2019-2020</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A All pupils to make at least sufficient progress (particularly low prior attainers and focussing on maths)	<p>Quality First Teaching for all – using pre-teaching and post teaching for pupils identified.</p> <p>Curriculum enrichment opportunities providing experiences for pupils to develop high aspirations, confidence and</p>	<p>Pre and post teaching intended to prepare pupils for a coming lesson, or to “sweep” up pupils who may have struggled in a lesson.</p> <p>Enrichment within the curriculum can be accessed by</p>	<p>Learning walks, observations, staff discussion, book scrutinies. Monitoring progress of PP children. Pupil perceptions. Evidence of children using strategies independently.</p>	<p>KP maths RP English CR and SLT</p>	<p><b>November</b></p> <p><b>March</b></p> <p><b>July</b></p>

	<p>impact upon academic achievement.</p> <p>Individual intervention to accelerate progress and increase the % of pupils working at expected or above.</p>	<p>all and provides an experience with which learning is put into context.</p> <p>Individual intervention proved to work by closing the gaps in learning and giving children tools to develop independence – strategies they can use in whole class work.</p>			
<p>B Social emotional and behavioural issues show improvement</p>	<p>County Inclusive Support Service (CISS) support purchased Regular whole school enrichment days links to SMSC</p> <p>Forest Schools Training and provision in order to support all pupils, but particularly those who may struggle in the classroom, or with social and communication needs.</p>	<p>CISS providing support and training for staff in the delivery of effective behaviour management techniques to support individuals and whole class.</p> <p>Many of our children have low self-esteem and belief in their own capabilities.</p> <p>Forest schools/SMSC opportunities for children to build confidence and self-belief through positive reinforcement.</p>	<p>Evidence of improved learning behaviours.</p> <p>Displays in classrooms, children using positive language. pupil perception of impact. Parent perceptions.</p> <p>Impact of FS – pupil perceptions, observations, teacher feedback, Forest School leader's monitoring.</p>	<p>TP working with school from CISS</p> <p>CR/JR to lead</p>	<p><b>November</b></p> <p><b>March</b></p> <p><b>July</b></p>
			<b>Total budgeted cost</b>		<b><u>£6840</u></b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>A All pupils to make at least sufficient progress</p>	<p>Tailored small group intervention TA (post and pre-teaching)</p> <p>Trips and extra-curricular clubs subsidised</p>	<p>Best practice according to EEF is 1 to 1 and small group tuition regularly. Interventions are monitored regularly to assess impact and reviewed promptly.</p>	<p>Baseline assessment done on children taking part – reviewed half termly to assess impact.</p>	<p>CR, JP, SD</p>	<p>Half termly</p>

<b>B</b> Social emotional and behavioural issues show improvement	Regular PSHE/forest schools linked to SMSC and mental health.  Positive behaviour strategies linked to whole school behaviour policy	Children have barriers to learning if their emotional wellbeing affects their behaviour and attitude to school. The forest schools work in school helps children to feel secure, gain confidence, build resilience and feel cared for.  Time given in school to work through behaviour needs (including SCUBA) and boost confidence through building self-belief and providing support.	Records from forest schools groups, pupil perception. Behaviour incident reports scrutinised  Dedicated SCUBA time, linked to SMSC days, linked to whole school positive behaviour approach.	CR TC	Ongoing incident scrutiny  Termly reviews of SCUBA  Review of SMSC days and impact.
<b>C</b> Improved learning behaviours e.g. increased independence, resilience and confidence, raised self-esteem	Class teachers/TA tracks pupils progress from starting point via baseline assessment profiles	Pupils lack confidence in their own abilities, they can show apathy towards learning and due to a lack of success in lower attaining pupils, they need to be provided with opportunities to succeed and build confidence. We strongly believe that pupils' social and emotional wellbeing is a priority within our school and that children are unable to reach their full potential if this is not recognised.	Pupil progress meetings will discuss behaviour and attitudes to learning and evidence that children are making good progress despite barriers.  Teacher feedback.  Lesson observations/learning walks/work scrutiny  Pupil perceptions	Headteacher Teachers SENDco	Ongoing
<b>D</b> Additional needs are supported effectively	1 to 1 teaching Intervention apps- English, Apples and Pears, times tables numicon, mathletics	Research evidence of effectiveness of quality 1 to 1 as a tool to move pupils learning forward	Observations , learning walks, regular summative and formative assessments, pupil perception	CR/SD	Half termly
<b>Total budgeted cost</b>					<b>£10,080</b>
<b>iv. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
E Improved partnerships with parents and carers (PP attendance is not in line with the rest of the school)	Breakfast Club subsidised for PP pupils	Children who attend breakfast club will be ready to learn at the start of the school day.  Parents can have chance to work with their children in school using techniques	Homework will be talked about with the children who attend, collecting pupil perceptions.  Attendance at "share" sessions, feedback from the sessions from parents, pupils and staff.	CR  All staff	Half termly  Termly

		and resources in order to gain confidence and reinforce this at home.  Pupil Premium attendance data needs to come in line with the rest of the school.			
<b>Total budgeted cost</b>					<b>Total: £2080</b>

5. 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
A All pupils to make at least sufficient progress	<p>Quality First Teaching for all – using maths mastery approach and Talk for Writing.</p> <p>Curriculum enrichment opportunities providing experiences for pupils to develop high aspirations, confidence and impact upon academic achievement. Individual intervention to accelerate progress and increase the % of pupils working at expected or above.</p>	<p>100% of pupil premium children made at least expected progress in <u>reading</u>, with 20% making accelerated progress. 53% of children achieved expected or above, 33% achieved Gt. Depth in reading.</p> <p>93% of pupil premium children made at least expected progress in <u>writing</u>, with 7% making accelerated progress. 48% achieved expected or above, 14% achieved Gt. Depth in writing.</p> <p>93% of pupil premium children made at least expected progress in <u>maths</u>, with 27% making accelerated progress. 40% achieved expected or above, 27% achieved Gt. Depth.</p>	<p>Approximately half of our pupil premium children are making progress. The prior lower attaining pupils are not making accelerated progress, but they are not falling behind. Prior lower attaining will be targeted more for accelerated progress over the academic year 2019/2020</p> <p>Approximately half of our pupil premium children also have a special educational need and these tend to be our lower prior attaining pupils. So, working with them on their TSP to try to accelerate progress is crucial.</p>	

Improved learning behaviours	County Inclusive Support Service (CISS) support purchased Regular PSHE/forest schools linked to SMSC and resilience training for TA (1.5 days)	<p>“The support and advice provided for Headteacher new in role was invaluable in developing and refining whole school policies and practices. The work with the pupils has been very beneficial in helping them to access the learning and manage behaviour. Staff have been well supported to implement strategies. It is reassuring to have advice and guidance on hand to continually improve performance of teachers, pupils and whole school as issues arise.” (CISS evaluation form completed by HT, TP and SENDCo).</p> <p>Tracking of DEAL time showed fewer incidents of pupils being on “red” and there was 1 exclusion in total this year (compared to 5 the previous year).</p> <p>Training on behavioural needs improved staff awareness of how to deal with individual pupils needs.</p>	<p>CISS provides our pupils and staff with invaluable support and advice to try out techniques to enable our pupils to access the curriculum if they are struggling and displaying this through their behaviour.</p> <p>Positive behaviour policy is helping to reduce the number of red incidents and pupils have the opportunity to talk through their difficulties.</p>	<b><u>£6750</u></b>
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
All pupils to make at least sufficient progress	Booster groups in year 6 Tailored small group intervention TA (post and pre-teaching) Trips and extra-curricular clubs subsidised	<p>Case Studies completed for all individuals on PP register. These clearly show the impact that interventions are having on the pupils’ academic progress as well as behaviourally and social and emotional wellbeing of pupils.</p> <p>All pupil premium children attended education visits and enrichment experiences which were subsidised using the PPG.</p>	<p>Intervention groups show an impact in pupil confidence and the ability for pupils to use strategies taught in intervention within whole class lessons. Pre-teaching effectively supports groups of pupils prior to learning. Intervention impact grids show a record of the impact of sessions on individual pupils.</p> <p>Intervention Impact grids show mixed quality of evidence of pupil progress. Some have data only, but better quality needed on a small number to provide qualitative impact and progress individual pupils are making as a result of school interventions/strategies.</p>	

Improved learning behaviours	Regular PSHE/forest schools linked to SMSC and resilience training for TA (1.5 days)		Intervention Impact grids need to be consistent in their quality.	<b>Total: £17,420</b>
High mobility does not have an adverse effect on pupils' progress and achievement	Class teachers/TA tracks pupils progress from starting point via baseline assessment profiles		Forest Schools SCUBA had a positive impact on social and enjoyment of school, giving pupils a positive experience of school.	
Additional needs are supported effectively	1 to 1 teaching Intervention apps- English, Apples and Pears, times tables numicon, mathletics		'Mobile' pupils settle quickly into school. Parents comment that "it feels as if they've been here for longer". Baselines assessments are completed for individuals and intervention begins quickly where appropriate to try to plug any gaps.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Improved partnerships with parents and carers	Homework club	<p>Pupil feedback for homework club was extremely positive – they value having a member of school staff there who “knows” the strategies used in class. They enjoy using the school facilities and resources to complete their homework so that they can “play” at home (there are too many distractions at home). They enjoy being able to talk to the adults in a small group and work together to read etc. On occasions where pupils could not attend homework club, they were very disappointed – they didn’t want to go home, they wanted to stay to homework club!</p> <p>Teacher feedback has been positive as pupils who may have struggled to complete homework historically, now complete it in homework club which is having an impact in the classroom and on their progress.</p>	Homework club has been extremely popular with the children. They say “we enjoy getting our homework done at school with the teachers who know how we do it in class”, “we get our homework done and then we can relax at home”. Children are able to use school resources and facilities e.g. Internet access the Mathematics homework. Teachers have reported that the completion of these homework tasks e.g. spelling practise, reading and Mathematics is having a positive impact upon pupil progress in class.	<b>£2363</b>
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## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

*Schools online tracking system, individual case studies, class intervention impact grids, pupil and parent perceptions.*

*A full breakdown of the pupil premium spending is kept in school, including spending on individual pupils.*