

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

1. Summary information					
School	Great Barton C of E Primary Academy				
Academic Year	2018-2019	Total PP budget	£26,533	Date of most recent PP Review	September 2018
Total number of pupils	212	Number of pupils eligible for PP	14	Date for next internal review of this strategy	April 2019

2. 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.	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.	Social, emotional and behavioural problems affecting wellbeing and progress	
C.	Weaknesses in learning behaviours e.g. lack of independence, resilience or confidence, low self-esteem	
D.	Specific additional needs included those being supported as SEN	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	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>
A.	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.	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"> - Assessment through CISS feed into Targeted Support Plans and show an impact as a result - Insight tracking - Intervention Impact grids show progress over time 	
C.	<p>Improved learning behaviours e.g. increased independence, resilience and confidence, raised self-esteem</p> <ul style="list-style-type: none"> - Pupils attend LEGO therapy and SCUBA sessions and impact is measured through Intervention Impact grids. - Pupil profiles are completed and revisited throughout the year - Pupil perceptions - Parent perceptions 	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.
D.	<p>Additional needs are supported effectively</p> <ul style="list-style-type: none"> - Baseline assessment monitors accelerated progress - Pupil profiles are completed and revisited throughout the year - Pupil perceptions - Parent perceptions - Pupils with additional special educational needs show progress against their TSP 	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
E.	<p>Improved partnership with parents/carers.</p> <ul style="list-style-type: none"> - Record of attendance at parents evening, Share session and Welcome Wednesdays - Parent perceptions - Attendance of pupils at after-school homework club. 	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.

4. 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 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</p>	<p>Talk for Writing has a proven impact on developing oracy skills, including vocabulary extension.</p> <p>Using Mastery approach to teach maths encourages a deeper understanding of the</p>	<p>Learning walks, observations, staff discussion, book scrutinies. Attainment scores.</p>	<p>KP maths RP English CR and SLT</p>	<p>November</p> <p>March</p> <p>July</p>

	<p>impact upon academic achievement. Individual intervention to accelerate progress and increase the % of pupils working at expected or above.</p>	<p>links and connections, thus moving attainment forward. Experiences for pupils to base their learning on (relevant to real life).</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 and mental health training for teacher and TA (1 day)</p>	<p>CISS providing support and training for staff in the delivery of effective behaviour management techniques to support individuals and whole class. Many of our children have low self-esteem and belief in their own capabilities. Forest schools/SMSC opportunities for children to build confidence and self-belief through positive reinforcement.</p>	<p>Developing and implementing a new system of reward and sanction (growth, respect, enjoy, achieve, team) pupil perceptions. Displays in classrooms, children using positive language. pupil perception of impact</p>	<p>TP working with school from CISS CR to lead</p>	<p>November March July</p>
Total budgeted cost					<u>£6750</u>

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?
A All pupils to make at least sufficient progress	Booster groups in year 5 Tailored small group intervention TA (post and pre teaching) Trips and extra-curricular clubs subsidised	Best practice according to EEF is 1 to 1 and small group tuition regularly. Interventions are monitored regularly to assess impact and reviewed promptly.	Baseline assessment done on children taking part – reviewed half termly to assess impact.	CR, JP, SD	Half termly
B Social emotional and behavioural issues show improvement	Regular PSHE/forest schools linked to SMSC and mental health training for teacher and TA (1.5 days) 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.
C 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	Headteacher Teachers SENDco	Ongoing
D Additional needs are supported effectively	1 to 1 teaching Intervention apps- English, Apples and Pears, times tables numicon, mathematics	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
Total budgeted cost					£17,420
iv. 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 Improved partnerships with parents and carers	Homework club "Share" learning sessions where parents are invited in to share in learning e.g. phonics, reading, writing, maths	Children who attend homework club will be allowed access to school resources, enabling the chance to complete high quality homework- developing pride in their own learning Parents can have change to work with their children in school using techniques and resources in order to gain confidence and reinforce this at home.	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
Total budgeted cost				Total: £2363	

5. Review of expenditure				
Previous Academic Year 2017-2018				
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
All pupils to make at least sufficient progress	CPD on Talk for Writing (all staff to attend) Primary Maths Mastery inset (teachers) Primary Maths Mastery TA inset Pupil progress meeting x 3	100% of pupil premium children made at least expected progress in reading, with 63% beginning to catch up and achieve age related expectations or above. 91% of pupil premium children made at least expected progress in writing, with 9% beginning to catch up and achieve age related expectations or above. 91% of pupil premium children made at least expected progress in maths, with 27% beginning to catch up and achieve age related expectations or above. Training for maths mastery was cascaded to all teachers. Talk for Writing training was attended by all teachers and most teaching assistants.	Continue to track PP pupils using the whole school Insight Tracking system. Teaching assistants may need additional training or updates on maths mastery and talk for writing. Particularly those who may be supporting an individual or small group of children. Ensure that all TAs/teachers running intervention complete the proforma – includes pre and post intervention assessments and to form part of the Intervention Impact grids.	

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 were no exclusions in the summer term.</p> <p>Training on behavioural needs improved staff awareness of how to deal with individual pupils needs.</p>		Total: £3880
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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
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 the quality.	Total: £11,860
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. However, in the next academic year we will not continue with Forest Schools SCUBA, we will have small SCUBA sessions whereby issues and tailored support can be given in a smaller group (as all pupils attend forest schools as part of their normal curriculum activities).	
Additional needs are supported effectively	1 to 1 teaching Intervention apps- English, Apples and Pears, times tables numicon, mathletics		Highly 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 plug any gaps.	
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

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.	£400
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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.