

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

| 1. Summary information | | | | | |
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| School | Great Barton C of E Primary Academy | | | | |
| Academic Year | 2017-2018 | Total PP budget | £16,140 | Date of most recent PP Review | September 2017 |
| Total number of pupils | 207 | Number of pupils eligible for PP | 17 | Date for next internal review of this strategy | September 2018 |

| 2. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
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| 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. | High mobility in pupil premium pupils (particularly KS2, including a small number with high ability) | |
| 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 | Improvements in the overcoming barriers for specific children including reduced incidents of behavioural problems, increased |

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| | <ul style="list-style-type: none"> - Parent perceptions - Assessment through CISS feed into Targeted Support Plans and show an impact as a result - Insight tracking - Intervention Impact grids show progress over time | participation in class, reduction in friendship/ social issues, increased social integration |
| C. | <p>Children quickly settle into school, transition is a smooth process and staff are quickly aware of the support that is required and are able to make early assessment of gaps in learning.</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 | <p>Children who are new to the school and are assessed at below expected make accelerated progress to bring them in line with age expected outcomes.</p> <p>Children's behaviour is good and this supports their learning</p> <p>Vulnerable new entrants allocated a key worker</p> |
| 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 | | | | | |
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| 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? |
| A 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 | Talk for Writing has a proven impact on developing oracy skills, including vocabulary extension. Using Mastery approach to teach maths encourages a deeper understanding of the | Learning walks, observations, staff discussion, book scrutinies. Attainment scores. | TT Education deliver T4W – RP to lead CR and KP to lead, KP | November March July |

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| | | links and connections, thus moving attainment forward. | | and RL to attend mastery training and feedback to teachers/TAs | |
| B 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) | CISS providing support and training for staff in the delivery of effective behaviour management techniques to support individuals and whole class. Review of behaviour policy to emphasise the positive. Many of our children have low self-esteem and belief in their own capabilities. PSHE/forest schools opportunities for children to build confidence | 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 | SB working with school from CISS CR to lead | November March July |
| | | | | Total budgeted cost | Talk for writing training + TA £689 Behaviour training £497 TA mastery training £500 Pupil Progress meetings cover £750 CISS: £1000 Resilience training |
| 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? |

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| <p>A All pupils to make at least sufficient progress</p> | <p>Booster groups in year 6 Tailored small group intervention TA (post and pre teaching) 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> |
| <p>B Improved learning behaviours</p> | <p>Regular PSHE/forest schools linked to SMSC and resilience training for TA (1.5 days)</p> | <p>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.</p> | <p>Records from forest schools groups, pupil perception. Behaviour incident reports scrutinised</p> | <p>CR TC</p> | <p>Ongoing incident scrutiny</p> |
| <p>C High mobility does not have an adverse effect on pupils' progress and achievement</p> | <p>Class teachers/TA tracks pupils progress from starting point via baseline assessment profiles</p> | <p>We have a high mobility within pupils (particularly in years 5 and 6) these pupils often have additional social emotional and behavioural needs and can come to us with very low starting points.</p> <p>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</p> | <p>Pupil progress meetings will discuss behaviour and attitudes to learning and evidence that children are making good progress despite barriers.</p> <p>Teacher feedback.</p> <p>Lesson observations/learning walks/work scrutiny</p> | <p>Headteacher Teachers SENDco</p> | <p>Ongoing</p> |
| <p>D Additional needs are supported effectively</p> | <p>1 to 1 teaching Intervention apps- English, Apples and Pears, times tables numicon, mathletics</p> | <p>Research evidence of effectiveness of quality 1 to 1 as a tool to move pupils learning forward</p> | <p>Observations , learning walks, regular summative and formative assessments, pupil perception</p> | <p>CR/SD</p> | <p>Half termly</p> |

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| Total budgeted cost | | | | | Forest Schools Staff for 1 session a week x 39 £1810 Teacher intervention per year £5,000 TA intervention 8 hours x 39 weeks a year £3000 Trip costs: £1000 Extra-curricular: |
| 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 | 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 | Homework will be talked about with the children who attend, collecting pupil perceptions. | CR | Half termly |
| Total budgeted cost | | | | | £400 homework club |

5. Review of expenditure

Previous Academic Year NA

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 |
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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 |
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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 |
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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.
 Our full strategy document can be found online at: www.aschool.sch.uk