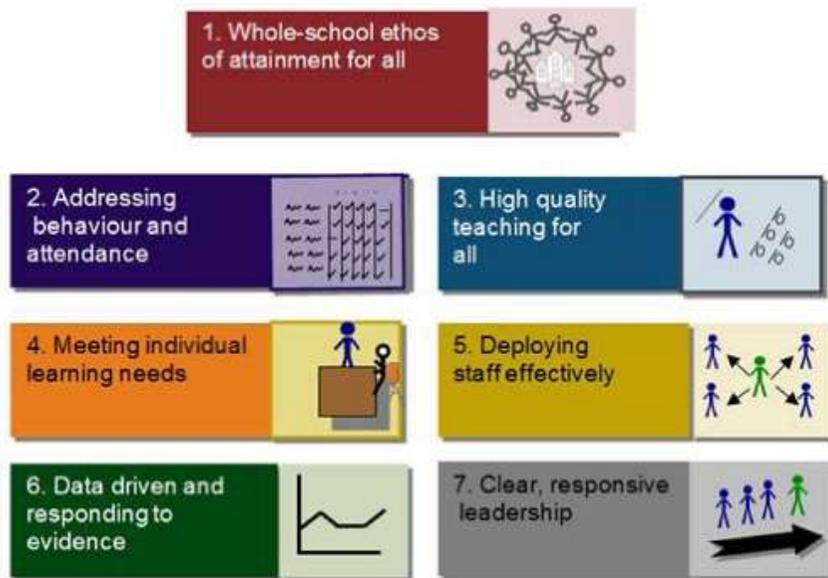




# St Barnabas Church of England Primary Academy

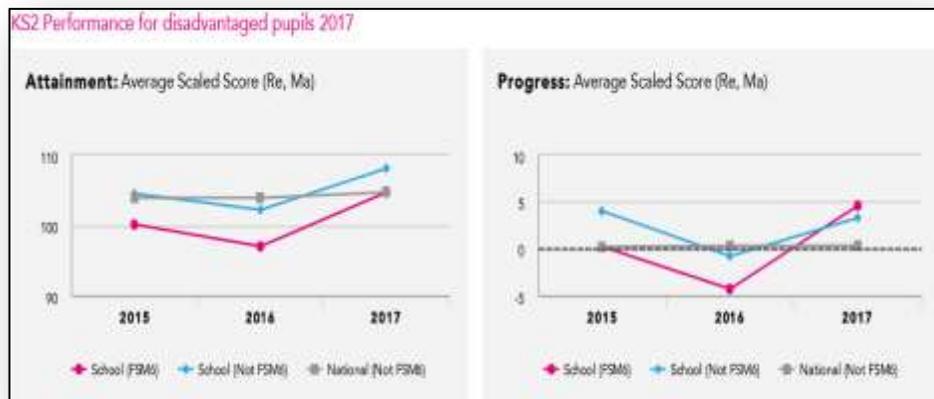
## Pupil Premium Strategy Statement 2017-18

1. Summary information					
School	St Barnabas Church of England Primary Academy				
Academic Year	2017/18	Total PP budget	£30,360	Date of most recent PP Review	n/a
Total number of children	247	Number of children eligible for PP	19	Date for next internal review of this strategy	Sept 2018



	School Children eligible for PP	School Children not eligible for PP	Local Authority PP	National PP
% achieving EXS or above in reading, writing and maths	75	70	51.8	61
% achieving EXS in reading	89	75	66.5	
% achieving EXS in writing	78	70	56.6	
% achieving in GPS	100	75	-	
% achieving EXS in maths	100	75	66.5	
Average scaled score reading	103.3	101.2	-	105.3
Average scaled score GPS	103.6	101.4	-	105.3
Average scaled score maths	106.3	102.9	-	104.2
Progress score for reading	+3.94	+2.77	-	-
Progress score for writing	+2.53	+2.57	-	-
Progress score for maths	+6.62	+4.55	-	-
Progress score reading and maths	+4.6	+3.3	-	-

**KS1  
Achievement**



	# in sch.	%WA			Diff to previous year (Sch)	Average Score	
		School	LA	National*		School	LA
	23	95.7%	81.3%	81%	-0.5%	37.7	33.5
FSM	2	100.0%	68.2%	69%		23.5	29.7
Pupil Premium	3	100.0%	70.6%	70%	0.0%	39.0	30.7

**2. Barriers to future attainment (for children eligible for PP including high ability)**

**In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

- A.** On entry to Early Years, communication and language skills are lower for children eligible for PP than for other children. This delays early reading and writing.
- B.** High ability children who are eligible for PP are making less progress than other high ability children across Key Stage 2. This prevents sustained high achievement at the end of Key Stage 2.
- C.** Social and emotional needs of a high proportion of children eligible for PP present a barrier to learning.

**External barriers**

- D.** Attendance rates for children eligible for PP are lower than those for others

**3. Outcomes**

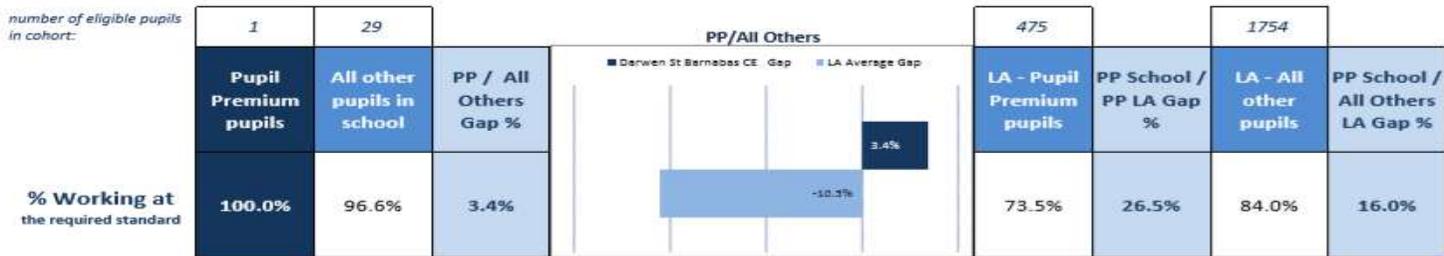
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve communication and spoken language skills for children eligible for PP in Early Years	Children eligible for PP in Reception class make rapid progress by the end of the year so that all children eligible for PP meet at least age related expectations in CLL
<b>B.</b>	Higher rates of progress across KS2 for high attaining children eligible for PP.	Children eligible for PP identified as high ability make as much progress as 'other' children identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across school, SIG 5 schools and Cidari multi-academy trust (MAT).
<b>C.</b>	Social and emotional barriers to learning for PP children will be overcome through wellbeing and nurture support and close liaising with families	Excellent attendance and emotional wellbeing allows children to learn most effectively and to make increased progress. Behaviour incidents are rare and are resolved quickly.

4. Planned expenditure					
Academic year		2017/18			
How we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Our specific interventions include: <ul style="list-style-type: none"> <li>• Early intervention speech and language programmes</li> <li>• Small group tuition in maths, reading comprehension, phonics and spelling</li> <li>• Nurture groups</li> <li>• Support for music tuition and enrichment opportunities</li> </ul>					
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. Improved communication and spoken language skills in Reception class.	<p>Staff training on high quality feedback using AfL strategies</p> <p>Staff training on developing communication and language skills for all, especially the high attaining children in EYFS and</p>	<p><i>Research shows that five-year-old children who struggle with language are six times less likely to reach the expected standard in English at age eleven than children who have had good language skills at five, and ten times less likely to achieve the expected level in maths.</i></p> <p>Children and Families Minister Robert Goodwill makes the keynote address at the Nursery World Business Summit in London (Wednesday 8 November 2017)</p>	<p>Early identification of children will be completed at the beginning of 2017 with screening by SENCo and Family Liaison Officer.</p> <p>CPD for teachers and LSA's has been identified for 2017-18 in order to ensure that learning from interventions is taken into the classroom and applied in other contexts.</p> <p>Independent Adviser with proven track record of improving outcomes for more able children will continue staff CPD started at end of 2017.</p> <p>3 days CPD in classes supporting teachers on effective use of AfL strategies</p> <p>Use of reflective journal and filmed lesson sections for regular review with leader/peer coach.</p> <p>Regular review meetings as part of performance development</p>	HT / DHT/ EYFS lead SENCo FLO	Termly Jan April July
Outcome	Pre teach vocabulary, Talk Boost and ELKLAN CPD has supported good quality language intervention programmes.				

**Phonics - Pupil Premium Gap Analysis**

**Darwen St Barnabas CE**  
3374

number of eligible pupils in cohort:



**Average Scores:**

Pupil Premium pupils	40.0
All other pupils in school	37.4
LA - Pupil Premium pupils	31.5
LA - All other pupils	34.4

**Foundation Stage - Pupil Premium Gap Analysis**

**Darwen St Barnabas CE**  
3374

number of eligible pupils in cohort:

% achieving expected or exceeding for all goals in:

Good Level of Development  
*(all Prime and Specific areas of learning)*

Communication & Language

Physical Development

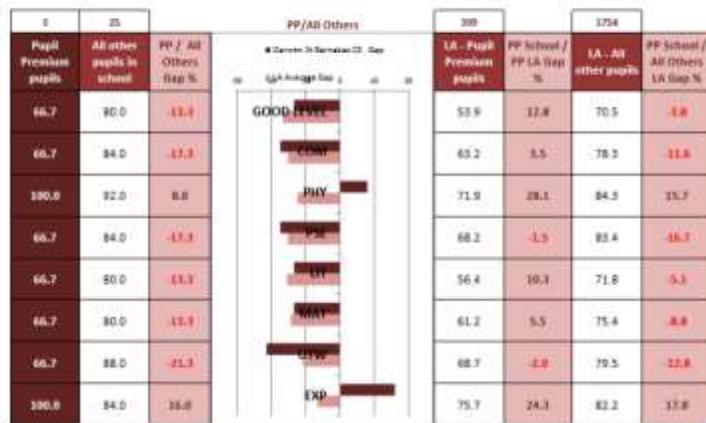
Personal, Social and Emotional Development

Literacy

Mathematics

Understanding the world

Expressive arts & design



<p>B. Improved progress for high attaining children across KS2 in R,W.M</p>	<p>CPD and implementation of AfL and Growth Mindset strategies providing stretch for high attaining children.</p>	<p>High ability children eligible for PP are making slightly less progress than other higher attaining children across Key Stage 2 in writing. We want to ensure that PP children can achieve the highest standards rather than simply 'meeting expected standards'. This involves investment in classroom teaching strategies for promoting challenge for more able. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>Programme of CPD delivered to class teachers and LSAs. Performance targets will be linked to development of effective use of AfL strategies to stretch more able children. Metacognition through use of growth mindset, use of Kagan structures and AfL strategies</p>	<p>Assessment lead /HT</p>	<p>Termly: Jan 2018 April 2018 July 2018</p>
<p>Outcome</p>	<p>All year group teachers have attended 3 days of high quality CPD bespoke to SIG group based on improving reasoning and challenge within lessons. Resources bought and all staff have attended high quality CPD bespoke to SIG group. Book, planning and lesson monitoring show improvements in English sessions (monitoring evidence and PPM's). Staff are successfully implementing reading strategies and interventions to in order to meet individual needs and personalise learning resulting in narrowing the in-year gap of non PP children to PP children (PP tracker). Whole school tracking shows standards in English are at least in-line with many above national averages (evidenced in whole school tracking data presented to governors each term).Book, planning and lesson monitoring show improvements in Maths sessions (monitoring evidence and PPM's). Staff are successfully implementing strategies based around practical manipulatives in order to meet individual needs and personalise learning resulting in narrowing the in-year gap of non PP children to PP children ( Target Tracker).</p>				

<p><b>ii. Targeted support</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

<p>A. Improved oral language skills in reception</p>	<p>Small groups identified through detailed data analysis for Talk Boost, S&amp;L interventions and Pre Teaching Vocabulary. These will be led by trained LSAs who are given time to prepare. The impact will be monitored by class teachers and the SENCo (KC)</p>	<p>These have been independently evaluated and shown to be effective in ours and other schools. Results at KS1 show that early identification of children with Speech and Language barriers to learning is key to progress in literacy</p>	<p>Timetable to ensure staff delivering provision have sufficient preparation and delivery time. CPD and monitoring, evaluation of impact. LSA and CT self-evaluation of effectiveness of learning in sessions through filming. SENCo to review impact, alongside the Family Liaison Officer (FLO) on a half termly basis</p>	<p>Reception class teachers Family Liaison Officer and SENCo</p>	<p>Termly Jan April July</p>
<p>B. Improved progress for high attaining children</p>	<p>Kagan structures in class Peer coaching and mentoring AfL strategies Small group interventions Use of Blooms Taxonomy of questions</p>	<p><i>Evidence about the benefits of collaborative learning has been found consistently for over 40 years and a number of systematic reviews and meta-analyses of research studies have been completed. EEF</i> In addition to direct evidence from research into collaborative learning approaches, there is also indirect evidence where collaboration has been shown to increase the effectiveness of other approaches such as mastery learning or digital technology. We want to provide extra support to improve high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. Learning to learn strategies and conferencing are supported through skilled learning support assistants. CPD and time for evaluation of impact and next steps is given.</p>	<p>Extra teaching time and preparation time paid for out of PP budget  Impact overseen by DHT Learning support assistant (LSA) CPD.  Engage with parents and children before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>HT FLO CTs LSAs</p>	<p>Termly Jan April July</p>

Outcome	Resources bought and all staff have attended high quality CPD bespoke to SIG group. Book, planning and lesson monitoring show improvements in English sessions (monitoring evidence and PPM's). Staff are successfully implementing reading strategies and interventions to in order to meet individual needs and personalise learning resulting in narrowing the in-year gap of non PP children to PP children (Target tracker). Whole school tracking shows standards in English are at least in-line with many above national averages (evidenced in whole school tracking data presented to governors each term).				
<b>Total budgeted cost</b>					£21,000.00
C.Social and emotional barriers to learning for PP children will be overcome though wellbeing and nurture support and close liaising with families	<p>Specific nurture and wellbeing training for our Family Liaison Officer.</p> <p>Nurture groups identified to include children in receipt of PP.</p> <p>Monthly monitoring of attendance and meetings with parents where absences and/or lates are identified.</p> <p>Weekly 'check-ins' with PP children</p> <p>Purchase of 'myconcern' to ensure that safeguarding and wellbeing are joined up and response time is immediate</p>	<p>Our data shows that, where attendance and punctuality have improved, children's performance has been accelerated.</p> <p>Lunchtime nurture groups and homework clubs have also made a positive impact on progress for individual children.</p>	<p>This is an offer that we will sustain through altering the Family Liaison Officer's hours so that she can work through lunchtime and be available on the yard in the mornings.</p> <p>Systematic training to support her skills development has been planned.</p> <p>Ensure identification of target children is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	<p>HT – TAF/ CiN/CP meetings CW/MP - attendance monitoring CW - monthly attendance report TB – nurture and parent meetings, support for management of Children on CoNR</p>	Termly Jan April July
Outcome	<p>Boxall Profile has been used to provide a baseline and to measure impact. Discussions with children (external HMI visit) show that the groups are valued and necessary. Behaviour and safeguarding continue to be excellent. Communication around vulnerable children has led to improved support and excellent partnerships with external agencies to secure the best outcomes for care. Attendance data shows the impact of this. HeartSmart resource purchased and being used effectively whole school including in lessons and for whole school worship. (PHSE scrapbook)</p>				
<b>Total budgeted cost</b>					£8,500.00
<b>i. Other approaches</b>					

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?
Support for enrichment activities and additional sports / music tuition	Bolton Music Service additional instrument tuition will be offered to children identified as more able through the class musical instrument provision. All PP children will be included in enrichment activities and visits outside of school. Transport costs will be covered where necessary	Access to enrichment experiences has a very positive effect on a child's engagement with the curriculum and helps them to bring additional knowledge and understanding to their learning.	Internal assessment data and feedback from Bolton music service teachers.	MP/HT	Termly Jan April July
Outcome	All children entitled to PP took part in the residential visit to London and Winmarleigh Hall and accessed out of school enrichment activities including sports activities (Dodgeball, gymnastics)				
<b>Total budgeted cost</b>					£860.00