



Pupil Premium Strategy Statement 2018-19

Summary information					
School	St Barnabas Church of England Primary Academy				
Academic Year	2018/19	Total PP budget	£32,000	Date of most recent PP Review	N/A
Total number of children	194	Number of children eligible for PP	33 (17%)	Date for next internal review of this strategy	Jan 2019
Current attainment 2017-18					
		PP children Y6 2017-18 (2 children – each child = 50%)	All children	LA	National
% achieving expected level or above in reading, writing and maths		50%	73%	52%	72%

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.	Poor communication, speech and language skills on entry to school impacting significantly on reading and writing.
B.	High and middle 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 affecting their attitude towards learning – independence, activity and engagement within lessons
External barriers	
D.	Attendance rates for children eligible for PP are lower than those for others
E.	Low parental engagement and lack of aspiration for children
F.	The home environment does not support learning

Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Improve communication and spoken language skills for children eligible for PP in Early years and KS1.	<ul style="list-style-type: none"> 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. Increased % of PP children achieving expected standard in Reading in each year and at the end of KS2 showing a reduced in school gap between 'other' pupils and pupils eligible for PP. Measured in Y2, Y3, 4, 5 and 6 through Target Tracker Statements and achievement of key assessment milestone.
B	Higher rates of progress across KS2 for middle and high attaining children eligible for PP, especially in Reading and writing	<ul style="list-style-type: none"> Children eligible for PP identified as middle and high attaining 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).
C	Improved self-esteem and well-being resulting in confident and independent learners. Improved attitude towards learning engagement and activity within lessons for PP children particularly in Reading and writing across KS2	<ul style="list-style-type: none"> Excellent behaviour for learning enables children to learn most effectively and to make increased progress. Improved independence enables children to deepen and extend their own learning to achieve the higher standard. Behaviour incidents are rare and are resolved quickly. Attainment goals are achieved.

Planned expenditure	
Academic year	2018/19
How we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	
<ul style="list-style-type: none"> Focussed CPD for development of quality first teaching <p>Our specific interventions include:</p> <ul style="list-style-type: none"> Early intervention speech and language programmes: Talk Boost; ELKLAN Small group tuition in maths, reading comprehension, phonics and spelling ELSA groups Support for performance arts tuition, off-site visits and enrichment opportunities 	

1. 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. Improve communication and spoken language skills for children eligible for PP in Early years and KS1.	<p>Oracy training for English subject leader to develop children's public speaking and performance poetry.</p> <p>Teacher and support teacher skills and subject knowledge development through focussed CPD.</p> <p>Improved quality of teaching and learning in English sessions – higher level of challenge and raised expectations of all children.</p>	<p>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. Children and Families Minister Robert Goodwill (November 2017)</p> <p>The Sutton Trust – Educational Endowment Fund (EEF) identifies that Disadvantaged children benefit from good quality programmes delivered by well trained staff in Early Years</p>	<p>Early identification of children will be completed at the beginning of 2018 with screening by SENCo and Family Liaison Officer (FLO).</p> <p>DHT and class teacher observation and assessments to monitor progress of identified children. These will be discussed in termly Pupil Progress meetings.</p> <p>Target Tracker statements to be used for Early Years and tracking to identify impact of interventions. SLT and Peer observations of and monitoring of teaching and learning in Speech and language and phonics / reading interventions.</p>	DHT/ EYFS lead SENCo FLO Class teachers	Termly Jan April July

<p>B. Higher rates of progress across KS2 for middle and high attaining children eligible for PP, especially in Reading and writing</p>	<p>SIG 5 CPD to raise level of challenge and expectation in all lessons through development of teacher skills.</p> <p>CPD to improve the quality of assessment of children's starting points and experiences and in-lesson feedback.</p> <p>Ensure access to challenging texts in English for all children.</p> <p>Focus on English vocabulary development through more effective teaching of dictionary and thesaurus skills.</p>	<p>ASP shows that Middle and high ability children eligible for PP are making slightly less progress than other higher attaining children across Key Stage 2 in reading and writing.</p> <p>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.</p> <p>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>Specialist teachers to share good practice – peer to peer support timetabled.</p> <p>SIG action plan – collaborative working to raise the level of challenge and teachers expectation in English.</p> <p>Collaborative work within SIG 5 to continue to develop and improve teachers planning of English with an emphasis on the more able children and continued focus on improving the reading and gathering content phase prior to writing.</p> <p>Ongoing teacher development plan identifies key improvement targets and links to increased opportunities for reflective practice.</p>	<p>Assessment lead /HT</p>	<p>Termly: Jan 2019 April 2019 July 2019</p>
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<p>C. Improved self-esteem and well-being resulting in confident and independent learners.</p> <p>Improved attitude towards learning engagement and activity within lessons for PP children particularly in Reading and writing across KS2</p>	<p>Early identification of vulnerable children by class teachers.</p> <p>Children to be given 1 hour a week of ELSA led nurture intervention.</p> <p>Further develop strategies to encourage independent learning.</p> <p>Continue to develop classroom use of AfL strategies.</p> <p>Continue to embed the growth mindset classroom culture.</p> <p>Use the Heartsmart programme to link worship with PSHE and self esteem</p>	<p>ELSA provision has been identified by the LA as a means for supporting children with Adverse Childhood Experiences (ACEs) to enable them to access the curriculum. Independent learning strategies (including Kagan) allow children to take their own learning further and facilitates the application of skills. The growth mindset culture provides children with low self esteem an opportunity to 'have a go' without fear of failure. The school ethos and worship reinforce the preciousness of individual skills and aptitudes.</p>	<p>SLT monitor the effectiveness of independent learning strategies. Performance management targets include skilled use of AfL strategies. ELSA trained TA uses referral process, Boxhall profile and nurture groups to develop learning readiness.</p> <p>Curriculum and subject leaders monitor and evaluate the provision and provide learning support through appropriate use of timetable, CPD and resources.</p>	<p>SLT Curriculum and subject leaders Family Liaison Officer Governor's reports</p>	<p>Termly: Dec Mar July</p>
<p>Total budgeted cost for TA2 and TA3 ELSA trained, ELKALAN trained support staff</p>					<p>£21,770</p>

2. 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. Improved communication, speech and language and reading skills.	<p>Rigorous assessment of individual language skills and gaps. Small groups identified through observation and data analysis for:</p> <ul style="list-style-type: none"> • Talk Boost; • S&L interventions; • Pre Teaching Vocabulary. <p>These will be led by early Years TA supported by ELKLAN trained TA.</p> <p>Additional 1:1 reading and vertical grouping for phonics phases across KS1.</p>	<p>These have been independently evaluated and shown to be effective in ours and other schools.</p> <p>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.</p> <p>CPD with monitoring, evaluation of impact.</p> <p>LSA and CT self-evaluation of effectiveness of learning in sessions through filming.</p> <p>SENCo to review impact, alongside the Family Liaison Officer (FLO) on a half termly basis</p> <p>Rigorous tracking of children's progress will ensure that vertical phonics groupings at KS impact on attainment.</p>	Reception class teachers FLO and SENCo	Termly Jan April July

<p>B. Higher rates of progress across KS2 for middle and high attaining children eligible for PP.</p> <p>C. Improved self-esteem and well-being resulting in confident and independent learners.</p> <p>Improved attitude towards learning engagement and activity within lessons for PP children particularly in Reading and writing across KS2</p>	<p>Phonics 'Catch up' interventions at KS2 are funded to ensure that PP children who scored lower in the Y1 phonics test have gaps plugged in Y3 and Y4.</p> <p>Small group inference training interventions led by trained TAs / Class teachers.</p> <p>1:1 reading conferences with class teacher</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>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</p> <p>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.</p>	<p>CPD is updated regularly for Class teachers and TAs.</p> <p>Impact overseen by DHT / English Subject leaders.</p>	<p>HT FLO CTs LSAs</p>	<p>Termly Jan April July</p>
<p>C. Improved self-esteem and well-being resulting in confident and independent learners.</p>	<p>An ELSA trained staff member to delivered tailored intervention to individuals and small groups developing social inclusion and skills development. Develop and embed ACE (Adverse Childhood Experiences) toolkit to all staff.</p> <p>Nurture groups identified to include children in receipt of PP.</p> <p>Embed use of HeartSmart PSHCE resource based on</p>	<p>Our data shows that, where attendance and punctuality have improved, children's performance has been accelerated. Lunchtime nurture groups and homework clubs have also made a positive impact on progress for individual children.</p>	<p>Engage with parents and children before intervention begins to address any concerns or questions about the additional sessions.</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>HT – TAF/ CiN/CP meetings CW/MP - attendance monitoring CW - monthly</p>	<p>Termly Jan April July</p>

	<p>Corinthians 13 – Love.</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 ‘myconcern’ to ensure that safeguarding and wellbeing are joined up and response time is immediate</p>		<p>Ensure identification of target children is fair, transparent and properly recorded.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	<p>attendance report TB – nurture and parent meetings, support for management of Children on CoNR</p>	
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Total budgeted cost	£10,230.00
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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 ?
<p>To raise the importance of social emotional well-being including healthy lifestyles.</p> <p>Improved self-esteem and well-being resulting in confident and independent learners</p>	<p>Children to have at least one visits/visitors per topic to enrich the curriculum Y5 Winmarleigh residential Y6 London residential</p> <p>Social Action Groups (SAGs) run by Class teachers target PP children for appropriate enrichment opportunities.</p> <p>Support for enrichment activities and music tuition Bolton Music Service additional instrument tuition will be offered to children identified as more able</p>	<p>Educational Endowment Fund indicates that targeted intervention groups matched the specific needs of the pupils can be effective in improving children’s social and emotional wellbeing.</p> <p>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.</p> <p>This offer provides opportunities for children to become involved in activities that they would not</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Baseline assess children taking part in social/communication /ELSA interventions and monitor to ensure that children are making progress.</p> <p>Timetable of CPD established, regular updates and monitoring.</p> <p>Support from HeartSmart resources online so that class teachers can deliver class sessions to support whole school worship</p>	<p>MP/HT/ Class teachers</p>	<p>Termly Jan April July</p>

	<p>through the class musical instrument provision.</p> <p>All PP children will be included in enrichment activities and visits outside of school. Transport costs will be covered where necessary</p>	<p>otherwise have access to.</p> <p>Providing the support that is missing at home in school – consolidation of learning and adults to hear readers and support with homework. Emotional needs of children supported to enable them to make good progress</p> <p>Bergin and Bergin 2009 estimate one third of children have insecure attachment.</p> <p>Children enjoying different experiences leads to greater confidence speaking and listening which impacts on reading and motivation.</p>			
Total budgeted cost					£32,000.00