



Barrowby Church of England Primary School

Pupil Premium Report 2018-2019

*Make your light shine, so that others will see the good that you do and
will praise your Father in heaven.*

Matthew 5: 16



London Residential Visit-June 2017



Pupil Premium 2018-2019

Introduction

At Barrowby CE Primary School, we want all our children to:

Make your light shine, so that others will see the good that you do and will praise your Father in heaven. Matthew 5: 16

The Pupil, Service and Premium Plus Premiums are additional funds provided to schools to help address the current underlying inequalities between children.

Pupil Premium

The Pupil Premium (FSM) is to help schools raise the attainment of disadvantaged pupils and close the gap with their peers.

Service Premium (Service Families)

This funding is to be used to support their pastoral care.

Pupil Premium Plus (Looked After Child)

The LAC Pupil Premium is to ensure that pupils are not disadvantaged, from their starting points, in relation with their peers.

‘From April 2014, schools in England can receive the LAC Pupil Premium for children adopted from care, or who left care under a Special Guardianship Order on or after 30 December 2005. Schools can also claim the Pupil Premium for children who left care under a Residence Order on or after 14 October 1991.

It is paid to schools in respect of disadvantaged pupils in Reception to Year 11. The Government has extended the coverage of the Pupil Premium in recognition of the traumatic experiences many adopted children have endured in their early lives and a realisation that their needs do not change overnight.’ PAC website.

In most cases, the funding is clearly identifiable and is left to the discretion of the school to decide how best to use this funding, to help to narrow the gap for individuals.

From September 2012, schools were required to publish online information describing how they have used this funding, so that parents and other stakeholders are made fully aware of how the Pupil Premium has impacted on the attainment of pupils.

What does this mean for Barrowby CE Primary School?

Date of most recent PP Review	September 2018	Date for next internal review of this strategy	December 2018		
Total number of pupils	258	Number of pupils eligible for PP	19		
			Pupils	Funding	
Pupil Premium			9	£21,120.00	
Pupil Premium Ever 6			7		
Pupil Premium carry forward and adjustments				£0.00	
Service Premium (Service Families)			15	£4,500.00	
Service Premium carry forward				£2,749.00	
Pupil Premium Plus (Looked After Children)			3	£6,900.00	
Looked After Children carry forward				£4,250.60	
Total Pupils			34	£39,519.60	Total Pupil, Service & LAC Premium Budget

Current Attainment	<i>Pupils eligible for PP (your school July 2018 end of year Teacher assessments)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	81% in reading, 78% in writing, 84% in maths	64.2%
% making progress in reading	94%	75.2%
% making progress in writing	94%	78.2%
% making progress in maths	97%	75.5%

Barriers to Future Attainment

In-school barriers

	Narrow the gap further in pupil attainment in reading, phonics, grammar & punctuation, writing and maths where it is lower.
	Some pupils' attitudes to learning can limit the progress they make. Some pupils have lower aspirations, are less intrinsically motivated and more prone to give in or be less focussed when learning is challenging.

External barriers

	Some disadvantaged pupils do not read at home or receive parental support with homework.
	Some disadvantaged pupils have or are experiencing difficult family relationships/ which affects their emotional wellbeing and impact on learning.

Our aim, is that every child, in this school continues to make at least good progress and is not disadvantaged.

We want our pupils to leave our school as well educated, self-confident and caring members of society.

Desired outcomes		Success criteria
	1. To provide additional support to help pupils narrow the gap between themselves and their peers in aspects of reading, writing and mathematics. To be measured through Pupil Progress meeting, attainment and end of year outcomes	<ul style="list-style-type: none"> Support pupils narrow the gap between themselves and their peers in aspects of reading, phonics, grammar & punctuation, writing and maths.
	1. To provide further opportunities for pupils to work collaboratively.	<ul style="list-style-type: none"> Continue to provide additional Midday Dinner Supervisors to provide targeted play for individuals/groups. To purchase a range of identified resources to be used to support pupils. Subsidise visits and educational experiences
	1. To enable all pupils to fully access and maximise their learning opportunities. 2. To ensure families are equipped and supported so that issues, at home, do not have an adverse effect on school.	<ul style="list-style-type: none"> Ensure all pupils have access to an exciting and broad and balanced curriculum

In addition to this, at Barrowby CE Primary School we recognise:

*There are different ways to serve the same Lord, and we
can each do different things.
Yet the same God works in all of us and helps us in everything we do.*
1 Corinthians 12: 5-6

Our aim, is that every child, in this school continues to make at least good progress and is not disadvantaged.

*We want our pupils to leave our school as well educated, self-confident and
caring members of society.*

To this end, the funding shall be used to support and develop further opportunities, provision and services, at Barrowby CE Primary School so that all pupils fulfil their potential.

Planned Expenditure 2018-2019

The three sections below:

- Quality Teaching For All
- Targeted Support
- Other Approaches

enables our school to demonstrate how we are using the Pupil, Service and Looked After Children Premium to:

- Ensure no child is disadvantaged through circumstances or starting points;
- Raise individual academic performance-attainment;
- Support social and communication development; and
- Support social and emotional development of pupils and families;

Quality 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?
To provide additional support to help pupils narrow the gap between themselves and their peers in aspects of reading, writing and mathematics.	Employ additional teachers, to provide further support for pupils in Key Stage 2-	Using the adults effectively will allow the children's learning to be tailored in order to narrow the gap and to further challenge and stretch pupils who are making good progress.	<ul style="list-style-type: none"> Children will be discussed at Key Stage level and if necessary with the SEND team. Impact to be monitored and measured through Pupil Progress & Standards meetings, attainment and end of year outcomes. Regular work scrutiny that will focus on PP children where appropriate 	Deputy Headteacher	Through PPS Meetings scheduled for Assessment Points: 1. October 2018 2. March 2019 3. July 2019
	Subsidise the funding of a Higher Level Teaching Assistant, to deliver through lessons or directed interventions, targeted support to individuals or groups, in Years R, 1 & 2			Deputy Headteacher	
	Contribute towards Teaching Assistant subsidy to provide targeted support or class support (depending on individual needs) as the TA will enable teachers to plan lessons that are well structured, differentiated and provide teacher and TA led support.			SLT, KS Leaders and class teacher	

<p>Pupils in receipt of Premium support to make good or better progress in Reading, Writing, Maths and GAPS.</p>	<p>CT will monitor progress at 6 assessment points throughout the year.</p> <p>CT will implement targeted support within and outside of lessons to accelerate progress where needed.</p>	<p>All children, regardless of background, to make good or better progress in line with age related expectations.</p> <p>Assessing children at 6 points across the year ensures that no child 'slips through the net', children are monitored closely and interventions and support such as PSP, EHA and targeted support can be put in place accordingly to enhance attainment if/when appropriate.</p>	<ul style="list-style-type: none"> Children in receipt of pupil premium will be discussed at Pupil Progress Meetings and support will be given accordingly to target those vulnerable children who are not making good or better progress. Interventions will be monitored carefully, stored centrally on the SEND tracker and the impact of these evaluated termly. Teachers asked for evidence to show how they are supporting those identified at PPS meetings: tracker information, planning, seating arrangements, adult support, frequency of reading monitored, sign posted to relevant training and courses to support CT's in support their children. 	<p>LB LS and class teachers.</p>	<p>Through Assessment points and analysis of Cohort Tracker.</p> <p>Through PPS Meetings scheduled for Assessment Points:</p> <ul style="list-style-type: none"> Oct 18 March 19 July 19
<p>Total budgeted cost</p>					<p>£20,851.00</p>

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?
Improved attainment, enjoyment and frequency of reading by all and specifically targeted groups and individuals.	<p>KS2 teachers monitor the frequency of reading at home and liaise with parents when this does not happen.</p> <p>All teachers, in all year groups to hear children read on a 1-1 basis over a three-week period. Ros Wilson in-depth reading assessment is carried out three times a year.</p> <p>York reading assessment to inform book bands and ensure children are reading ability appropriate texts.</p> <p>Discrete reading lessons taught weekly for KS2. KS1 support reading development through targeted letters and sound lessons daily.</p>	<ul style="list-style-type: none"> Reading records evidence the frequency of reading at home alongside CT signature to show this has been checked and monitored on a weekly basis. CT have a class record of 1-1 reading with class teachers and teaching assistants. Children will read a wide range of books with increased fluency and improved stamina. This in turn will impact on their reading comprehension and ability to access age related texts. A proportion of PP funding will fund TA support to hear PP, SP and FSM children read on a 1:1 basis 	<ul style="list-style-type: none"> Class teachers will monitor reading support being given at home and will liaise with parents as appropriate. English Team will monitor teacher records for frequency, attainment and reading book appropriateness Pupil Progress meetings focus on pupil's attainment in R, W and M and where one area is identified as an area of weakness appropriate targets and strategies for improvement will be agreed, actioned and monitored 	English team and LB	<p>Through Assessment Points:</p> <ul style="list-style-type: none"> Oct 18 Dec 18 Feb 19 March 19 May 19 July 19 <p>Pupil Progress meetings:</p> <ul style="list-style-type: none"> Dec 18 March 19 July 19

To enable all pupils to develop social and communication skills	<p>Employ 2 additional Midday Dinner Supervisors to provide targeted play for individuals/groups (at the moment we only have 1 providing targeted play as BH takes JE in early and therefore can not lead a group)</p> <p>To purchase a range of identified resources to be used to support pupils</p>	<ul style="list-style-type: none"> Children are given the opportunity to improve confidence, social skills, life opportunities and happiness. Children work closely with a member of staff leading targeted play support at lunchtimes. With improved relationships and positive playtimes children will be better motivated in school and for learning. Children will feel proud of their achievements and participate fully in all aspects of school life. 	<ul style="list-style-type: none"> Children who lack confidence, behaviour and social skills to work together in small adult led groups in order to develop these key areas Groups will be monitored using the SEND teacher to identify impact. Impact should be seen in the behaviour, attitude to learning and attainment 	JW Midday Supervisors	<p>Through Assessment Points:</p> <ul style="list-style-type: none"> Dec 18 March 19 July 19
To support pupils/families emotionally and socially	<p>To subsidise Specialist support for families/individuals</p> <p>To provide specialist services to parents e.g. Parent Advisor</p>	CASY Counselling will provide emotional and mental health support for children coping with loss, self esteem issues and domestic issues	Pupil and parental feedback	CASSY Counsellor LB	As support ends
Total budgeted cost					£10,530.00

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?
No child misses out on the opportunity to access activities, resources or visits	<p>To subsidise educational experiences and residential visits for pupils:</p> <ul style="list-style-type: none"> School to provide subsidised visit and educational opportunities to Pupil Premium children, either in part or whole to ensure that no child misses out on an experience due to financial reasons. 	<ul style="list-style-type: none"> External visits or providers enhance the curriculum provision by enthusing, inspiring and exciting the children. It often allows them to put their learning into context and interact with additional/ new resources, experts and places. 	<ul style="list-style-type: none"> Each year group will have at least one opportunity funded. Whole school, in house, opportunities will ensure that no pupils miss out. Feedback from parents Monitoring of financial expenditure by Senior Administrator 	LB AM	<ul style="list-style-type: none"> March 2019 July 2019
Subsidise milk and FSM	<p>To subsidise School Meals- FSM entitlement</p> <p>To subsidise Cool Milk for eligible FSM pupils</p>	Children should not feel disadvantaged due to financial reasons	Children have access to milk and FSM	LB	<ul style="list-style-type: none"> March 2019
Total budgeted cost					£6,950.00

Review of Expenditures

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

<p>To provide additional support to help pupils narrow the gap between themselves and their peers in aspects of reading, writing and mathematics.</p>	<p>Contribute towards Teaching Assistant subsidy to provide targeted support or class support (depending on individual needs) as the TA will enable teachers to plan lessons that are well structured, differentiated and provide teacher and TA led support.</p>	<p>Autumn Term 2018 outcomes: Reading: Below standard= 1 child, 3% WTS= 9 children, 30% EXS= 11 children, 37% GDS= 9 children, 30% Writing Below standard = 2 children, 6% WTS= 14 children, 47% EXS = 13 Children 44% GDS = 1 child, 3% Maths Below standard= 2 children, 6% WTS= 7 children, 24% EXS= 12 children, 40% GDS = 9 children, 30%</p> <p>Spring Term 2019 outcomes: Reading: Below standard= 2 children, 7% WTS= 4 children, 14% EXS= 17 children, 56% GDS= 7 children, 23% Writing Below standard = 1 child, 4% WTS= 7 children, 23% EXS = 19 children 63% GDS = 3 children, 10%</p> <p>Maths Below standard= 2 children, 7% WTS= 4 children, 13% EXS= 15 children, 50% GDS = 9 children, 30%</p> <p>Summer Term 2019/ End of year outcomes: Reading Below standard= 0 WTS= 4 children, 13% EXS= 16 children, 54% GDS= 10 children, 33%</p> <p>Writing: Below standard = 0 WTS= 7 children, 23% EXS = 19 children 64% GDS = 4 children, 13%</p> <p>Maths Below standard= 0 WTS= 3 children, 10% EXS= 16 children, 54% GDS = 11 children, 36%</p>	<p>TA support has had a positive impact on GAPS and writing across the school, in line with the SDP.</p> <p>Next year we will focus TA support on Reading and Maths to bring these subject areas in line with Writing.</p>	
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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
Improved attainment, enjoyment and frequency of reading by all and specifically targeted groups and individuals.	<p>KS2 teachers monitor the frequency of reading at home and liaise with parents when this does not happen.</p> <p>All teachers, in all year groups to hear children read on a 1-1 basis over a three-week period. Ros Wilson in-depth reading assessment is carried out three times a year.</p> <p>York reading assessment to inform book bands and ensure children are reading ability appropriate texts.</p> <p>Discrete reading lessons taught weekly for KS2. KS1 support reading development through targeted letters and sound lessons daily.</p>	<p>December 2018 outcomes: Reading: Below standard= 1 child, 3% WTS= 9 children, 30% EXS= 11 children, 37% GDS= 9 children, 30%</p> <p>Spring Term 2019 outcomes: Reading: Below standard= 2 children, 7% WTS= 4 children, 14% EXS= 17 children, 56% GDS= 7 children, 23%</p> <p>Summer Term/ end of year outcomes 2019 Reading Below standard= 0 WTS= 4 children, 13% EXS= 16 children, 54% GDS= 10 children, 33%</p>	<p>Teachers continue to monitor frequency of reading support at home. Unfortunately, they are finding that supported is not given often enough or that parents do not record in the necessary documents when they hear their child read. We will continue to work on this target next year with steps being taken to further promote parental engagement and support (see English Action Plan and SDP).</p> <p>Teachers are able to make formative assessments about how well children are reading through 1:1 reading sessions and they are able to identify and implement interventions quickly as a result. This will continue next year.</p> <p>Reading lessons in KS2 will be further monitored and evaluated to ensure effectiveness and consistence across the Key Stage.</p>	
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