



Barrowby Church of England Primary School

Pupil Premium Report 2017-2018

*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	March 2017	Date for next internal review of this strategy	December 2017		
Total number of pupils	252	Number of pupils eligible for PP	22		
			Pupils	Funding	
Pupil Premium			9	£25,080.00	
Pupil Premium Ever 6			10		
Pupil Premium carry forward and adjustments				£10,401.17	
Service Premium (Service Families)			10	£3,000.00	
Service Premium carry forward				£30.00	
Pupil Premium Plus (Looked After Children)			3	£5,700.00	
Looked After Children carry forward				£7,371.94	
Total Pupils			32	£51,583.11	Total Pupil, Service & LAC Premium Budget

Current Attainment	<i>Pupils eligible for PP (your school July 2017 end of year Teacher assessments)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	60% (this is excluding 2 Rec children)	%
% making progress in reading	85% (this is excluding 2 Rec children)	+7.4%
% making progress in writing	85% (this is excluding 2 Rec children)	+5.4%
% making progress in maths	75% (this is excluding 2 Rec children)	+8.4%

Barriers to Future Attainment

In-school barriers

	Narrow the gap 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"> Employ 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
	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 2017-2018

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.	<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>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</p> <p>Employ additional teachers, to provide further support for pupils in Key Stage 2</p>	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"> Pupil Premium reports will be compiled for each child and this will form a running record and document of progress. 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 	SLT and class teacher	<p>Through PPS Meetings scheduled for Assessment Points:</p> <ul style="list-style-type: none"> Oct17 March 18 July 18

<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 targeted support can be put in place accordingly to enhance attainment.</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, sorted 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"> Oct17 March 18 July 18
<p>Total budgeted cost</p>					<p>£26,984</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 17 Dec 17 Feb 18 March 18 May 18 July 18 <p>Pupil Progress meetings:</p> <ul style="list-style-type: none"> Dec 17 March 18 July 18.

To enable all pupils to develop social and communication skills	<p>Employ 2 additional Midday Dinner Supervisors to provide targeted play for individuals/groups</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 17 • March 18 • July 18
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					£15,557

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 2018 July 2018
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 2018
Total budgeted cost					£8,500

Review of Expenditures

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 £26,984
To provide additional support to help pupils narrow the gap between themselves and their peers in aspects of reading, writing and mathematics.	<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>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</p> <p>Employ additional teachers, to provide further support for pupils in Key Stage 2</p>	<p>Across the school children have achieved above national expectations:</p> <p>Reading (EXS+):</p> <p>Y1 87%</p> <p>Y2 83%</p> <p>Y3 87%</p> <p>Y4 82%</p> <p>Y5 80%</p> <p>Y6 85%</p> <p>Writing (EXS+):</p> <p>Y1 88%</p> <p>Y2 83%</p> <p>Y3 85%</p> <p>Y4 88%</p> <p>Y5 80%</p> <p>Y6 85%</p> <p>Maths (EXS+):</p> <p>Y1 88%</p> <p>Y2 80%</p> <p>Y3 90%</p> <p>Y4 85%</p> <p>Y5 88%</p> <p>Y6 91%</p> <p>GAPs (EXS+)</p> <p>Y2 83%</p> <p>Y3 76%</p> <p>Y4 91%</p> <p>Y5 88%</p> <p>Y6 94%</p>	<p>Children across the school have benefited from this approach, this can be seen in the results at the end of the year.</p> <p>We will continue to deploy TAs to support PP and individual need in the academic year 2018-19</p>	Actual £27,270.74

<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>See above and</p> <p>When looking at the outcomes for Pupil Premium children:</p> <p>Reading:</p> <ul style="list-style-type: none"> • 81% (25) achieved EXS+ across the school. • 13% (4) were WTS the expected standard and have made progress against their starting points. • 6% (2) children were working below the expected standard. Both of these children were in Y6 and on SEND. <p>In Writing:</p> <ul style="list-style-type: none"> • 78% (24) achieved EXS+ across the school. • 16% (5) were WTS the expected standard. • 6% (2) children were working below the expected standard. • 1 child was in Y6 and has SEND. • The other was in Reception and achieved a GLD in all areas with the exception of Writing. <p>In Maths:</p> <ul style="list-style-type: none"> • 84% (26) achieved EXS+ across the school. • 13% (4) were WTS the expected standard. • 3% (1) were working below the expected standard. • The one child working below was in Y6 and was SEND. <p>Pupil Progress Meetings have allowed us to monitor progress on a termly basis and identify need and how to support children to enable them to progress in line with expectations.</p>	<p>Continue to focus on PP and Vulnerable groups at Pupil Progress meetings.</p> <p>Assessment routines will be continued next year.</p> <p>Continue to identify additional support for PP on class Reading Records/ Tracker.</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 £15,557
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>In Reading, 81% (25) PP achieved EXS+ across the school. The children working below the standard were also SEND and were monitored closely by the SEND team and through Pupil Progress meetings.</p> <p>KS2 check Reading Records weekly and ask parents to read with their children at home if they have not.</p> <p>All children in the school are heard 1:1 over a 3-week basis in KS2 and weekly, wherever possible, in KS1. PP children are heard 3 times a week by an adult in school, including the class teacher. (PP funding has been used to fund TA support in classrooms so that these children can read frequently).</p> <p>Reading ages are recorded and communicated to enable children to choose 'free reading' books that are of an appropriate book band/ level.</p>	<p>Class teachers will continue to monitor reading at home and encourage parents to listen to their children read.</p> <p>Teachers and TAs will continue to listen to children read 1:1 and PP children will be heard on a more frequent basis.</p>	Actual £9,768.42

<p>To enable all pupils to develop social and communication skills</p>	<p>Employ 2 additional Midday Dinner Supervisors to provide targeted play for individuals/groups</p> <p>To purchase a range of identified resources to be used to support pupils</p>	<p>Targeted Play support has been implemented each term. Groupings have been modified and adapted to respond to need and progress i.e. if a child has achieved their targets they have been deemed not to require continued targeted support through adult left activities.</p> <p>Regular feedback from midday supervisors about group dynamics and progress if individuals has informed groupings and teacher decisions about who and when to support.</p> <p>Children are rewarded with lunchtime commendations.</p>	<p>Targeted play support to continue.</p>	<p>Actual £1,603.43</p>
<p>To support pupils and families socially and emotionally</p>	<p>Subsidise specialist support for families/ individuals</p> <p>Provide specialist services to parents e.g. Parent Advisor</p>	<p>We have worked with a number of families across the school (some PP) who have needed help with providing emotional, behavioural and mental health support.</p> <p>We have introduced Pastoral Support Plans. These have had a very positive impact in school for pupils who have struggled in integrate, follow behaviour policy, have specific needs etc.</p>	<p>Will continue to buy in service from CASY Counselling to support PP, vulnerable groups and children who present with needs where they would benefit from such support.</p> <p>The PSP has been hugely beneficial in supporting pupils and has worked well in informing next steps e.g. EHA/TAC requests.</p>	<p>Actual £507.50</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 £8,500
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. 	<p>We have subsidised the following visits and experiences:</p> <ul style="list-style-type: none"> Colsterworth Music Festival Y4 Wire Artist day Y3 Mini Olympics Y3 and Y5 visit to the St Phillips Centre Y5 Planetarium Y1/2 visit to Pizza Express KS1 Dinosaur Experience Pinocchio Pantomime (whole school) Funded 4 PP children to attend PGL residential 	<p>Continue to fund educational visits and experiences so that all year groups benefit from an enhanced curriculum</p> <p>Fund visits/ residential for Pupil Premium children when/where appropriate.</p>	Actual £3, 920.00
Subsidise milk and FSM	<p>To subsidise School Meals- FSM entitlement</p> <p>To subsidise Cool Milk for eligible FSM pupils</p>	Yes	Continue to fund milk for FSM	Actual £2, 480.36