

# St Barnabas CE Primary School

## Pupil Premium Strategy Action Plan 2016-17

### Summary information of pupil premium (PP)

<b>Name of school:</b>	St Barnabas Church of England Primary		
<b>Academic year:</b>	2016-2017	<b>Total PP budget for year:</b>	£58,080
<b>Total number of pupils:</b>	152	<b>Number of pupils eligible for PP:</b>	44
<b>Amount per pupil:</b>	£1,320	<b>Date of next PP strategy review:</b>	July 2017

### Mission statement

At St Barnabas School, we have high aspirations and ambitions for all our children and we believe that no child should be disadvantaged because of poverty of any kind. We strongly believe that it is not about where you come from but your passion for thirst and knowledge, and your dedication and commitment to learning that make the difference between success and failure and we are determined to ensure that all our children are given every chance to realise their full potential.

With this in mind, our aim as a school this year is to develop a “growth mindset” culture in every classroom where all children are supported to develop resilience and risk taking, leading to greater challenge and progress in their learning. In this context, our mission is to narrow the gap in numeracy and literacy between pupils eligible for PP and pupils in school & nationally, with particular focus in writing for low prior attaining pupils in KS1 and KS2.

### Barriers to future attainment for pupils eligible for PP

In-school barriers:	
A.	High SEN for pupil premium children (21% of PP pupils are on SEN register)
B.	Social, emotional and behavioural issues negatively impact on pupils’ “availability to learn,” resulting in reduced resilience, aspiration and attainment
C.	Budget cuts have led to a reduction in available resources (both human & other) from September 2016.
D.	A number of children entering school in Foundation Stage have lower than national levels of Social/Emotional, Communication & Language skills

<b>External barriers:</b>	
<b>D.</b>	<b>Children sometimes have reduced opportunities to develop wider interests outside school</b>
<b>E.</b>	<b>Attendance rates/lateness is a problem for some children</b>
<b>F.</b>	<b>Difficulties at home/family can impact on their learning.</b>
<b>G</b>	<b>Lack of parental/adult support to help children learn and be motivated to make progress</b>

### **Aims and outcomes**

<b>Desired outcome:</b>		<b>Success criteria:</b>
<b>A.</b>	All vulnerable pupils feel more supported and encouraged in school	Pupils improve attendance, and report increased enjoyment of school.
<b>B.</b>	To reduce gap between PP and non-PP in: EYFS – C & L KS1 – Writing & maths KS2 – Writing & reading	Non-SEN PP pupils are “catching up” with their peers. SEN PP pupils are making accelerated progress compared to previous years. EYFS pupils narrow the gap in Communication & Literacy
<b>C.</b>	Improve attendance and punctuality of PP and vulnerable pupils	Attendance and punctuality of PP pupils is closer to that of non PP pupils. Children show improved well-being and availability to learn when they first come in.
<b>D</b>	Improve opportunities for all vulnerable children so that finance is not a barrier to engagement	Pupils will engage in social and learning opportunities which lead to higher engagement with learning and growth in self esteem
<b>How improvement will be measured:</b>		
<b>A.</b>	Success is measured by improved attendance over year and results of initial & end of year questionnaires	
<b>B.</b>	Evidence from O-Track/Raise Online/Pupil Progress meetings and monitoring shows that non-SEN PP children are “catching up” with their peers, and that PP who are SEN are making better progress than previous year.	
<b>C.</b>	As measured by data from Integris system and discussions with class teachers.	
<b>D</b>	Data from take up of after school clubs, school trips and residential; breakfast and holiday clubs	

## Planned expenditure

Desired outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budget	Review date
A and C	Continued employment of "Children's Champion" to work as PSA between school and families of vulnerable children.	Strong evidence of improving relationship and communication between parents/ & school seen which leads to vulnerable children being supported to learn.	Regular review meetings with CC to ensure she is fully utilised to best effect.	E Connolly	10 hours per wk grade 7 £6,775	7/17
A and C	Appointment of a Primary Mental Health/Well-Being worker to work on a 1:1 or small group basis with vulnerable pupils.	We believe that this work will help children be more "available to learn" by reducing anxiety and aiding communication	Regular reviews with H & WB worker, and children involved	E Connolly	No cost to school	7/17
A & C	Training on "Therapeutic Skills For Schools" to support social & emotional well being/skills – KB, MC,EC,LB & roll out to all staff	We believe that this work will help children be more "available to learn" by reducing anxiety and aiding communication. EEF state "behaviour interventions" show moderate impact (+4mnths)	Regular reviews with staff and children	E Connolly	Cost of supply £2,000	7/17
B	1 <sup>st</sup> wave of training for Rec to Y4 staff including the Leeman Road Playgroup in Talk For Writing to improve literacy skills in writing and speaking/listening	Talk For Writing has shown to result in marked improvement in writing, particularly for children with poorer social/communication skills.	Once trained, all staff to be encouraged to trial TFW. Review in staff meetings.	E Connolly	Course Cost £840 Supply -£1000	7/17

B	Continue to fund additional teacher to run interventions for children identified as needing “catch up”	Teacher led interventions believed to have greater impact than those delivered by TAs (Teaching & Learning Toolkit – EEF)	Tracking of pupils in receipt of catch up via O Track/ and monitoring/pupil progress meetings. Regular monitoring of quality of teaching & learning for interventions and support individual staff to improve their practice.	E Connolly	£12,000	7/17
B & C	Continue to raise aspirations and widen interests of PPG pupils through involvement of subsidised after school clubs and participation in the Children’s University Passport & Modules Scheme	Increasing exposure to quality learning from CU modules covering areas such as the arts/business/sports will enhance child’s experience of the world.	Target vulnerable pupils with invitations to clubs etc as priority and monitor take up of places. Review impact of learning from modules with children	E Connolly	CU membership £750	7/17
A & C	Improve learning support to vulnerable children by following means: Peer tutoring in maths via the “Power of One/Two” coaching scheme in KS2  Provide “buddy” mentor from staff for all vulnerable pupils	EEF (Education Endowment Foundation) reports that peer tutoring by older children has an impact of +5 months on learning	Regular monitoring of the coaching to ensure its quality and impact	E Connolly	£500	7/17
B	Invest in reading and spelling intervention – IDL programme. Train staff to use	26 hours of input has been proven to result in 10 months improvement in reading & spelling age	Regular monitoring of usage Encouragement to use at home in lieu of homework to increase time spent.	E Connolly	£300	7/17

B	Specialist speech and language TA employed to run "Time To Talk" in groups	Language identified as a barrier to learning	Pre/Post assessment	E Connolly	£4284	7/17
B	Continued subscription to online learning resources – Mathletics, Education City for access at school (after school homework club) and at home	More appealing online resources to aid motivation to learn	Monitor and encourage usage among vulnerable pupils	E Connolly	Ed City £600 Mathletics £750	7/17
A, B, C	Provision of "Learning Mentor" meetings with teacher. Supply teacher to cover class for 1 day per term per class Parents of PP children invited to attend	Personalized, high quality feedback has high impact on learning (+8mnths EEF)  Parental involvement has moderate impact (+3mnths)	Discussions with teaching staff/pupils	E Connolly	18 days supply @ £200 per day = £3,600	7/17
D	Assisted places for Breakfast Club and Holiday Club for individual pupils on a needs basis. Subsidised school trips and residentials	Increased opportunities will lead to greater motivation and engagement in learning	Monitor regularly	E Connolly	£3,000	7/17
A & B	Whole school training and development in establishing a "Growth mindset" culture, to accelerate challenge and support of pupils' learning	EEF states that establishing cultures which promote "meta-cognition and self-regulation" have high impact (+8months).	Monitor via regular lesson observations/learning walks and by reviews in staff meetings.	KB/EC	Leadership Time EC – one am per week £3,900	7/17

A & B	Whole school training and focus on feedback and marking to ensure it is specific and leads to pupils making improvements	EEF evidence states that high quality marking and feedback has high impact on progress (+8mnths)	Monitor via lesson observations/work scrutiny involving pupil discussion	EC/KB	Covered under Leadership time as above	7/17
A & B	Staffing of a "quiet room" at lunchtime	Teaching and support staff effectively responding to children's social, emotional and behavioural needs on a proactive and responsive basis so that they develop positive attitudes to learning	Observation and discussion with staff/pupils	KB/EC	£1,742	7/17
A, B & C	Employment of TAs to provide general support in classes, and provision of specific nurturing to vulnerable children by those TAs trained as Emotional Literacy Support Assistants.	EEF evidence shows moderate impact from small group support (+4mnths) and for social and emotional support (+4mnths)	Monitor via lesson observations/work scrutiny involving pupil discussion Monitor via joint pupil progress meetings and PM of TAs	EC/KB	£16,039	7/17