

# St Barnabas CE Primary School

## Pupil Premium Strategy Action Plan 2017-18

### Summary information of pupil premium (PP)

<b>Name of school:</b>	St Barnabas Church of England Primary		
<b>Academic year:</b>	2017-2018	<b>Total PP budget for year:</b>	£48,840
<b>Total number of pupils:</b>	165	<b>Number of pupils eligible for PP:</b>	37
<b>Amount per pupil:</b>	£1,320	<b>Date of next PP strategy review:</b>	July 2018

### Mission statement

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

<p>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.</p> <p>With this in mind, our aim as a school this year is to develop a whole school “mastery” approach to our curriculum in every classroom where all children are supported to develop resilience and risk taking, leading to greater challenge and children taking more control over their learning and progress. In this context, our mission is to narrow the gap in numeracy and literacy between pupils eligible for PP and pupils in school &amp; nationally, with particular focus in reading and maths for middle attaining pupils in Key Stage 2</p>	
<b>In-school barriers:</b>	
<b>A.</b>	<b>High SEN for pupil premium children (29% of PP pupils are on SEN register)</b>
<b>B.</b>	<b>Social, emotional and behavioural issues negatively impact on pupils’ “availability to learn,” resulting in reduced resilience, aspiration and attainment</b>
<b>C.</b>	<b>Budget cuts have led to a reduction in available resources (both human &amp; other) from September 2016.</b>
<b>D.</b>	<b>A number of children entering school in Foundation Stage have low levels of Communication, Language and Reading skills</b>

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

### Aims and outcomes

Desired outcome:		Success criteria:
A.	All vulnerable pupils feel more supported and encouraged in school	Pupils improve attendance (from 93.4% 2016-2017), and report increased enjoyment of school.
B.	To reduce attainment and progress gap between PP and non-PP in: KS1 – Reading, writing & maths KS2 – Reading & maths EYFS – reading and writing	<b>KS2</b> – continue to close attainment gap in all subjects at expected and higher standard. Maths: Improve progress score in Maths from -1.8 (2017) and reduce gap between PPG and national non-disadvantaged pupils (-2.1 in 2017) <b>KS1</b> – continue to close attainment gap across all subjects Children to attain at the national level for non-disadvantaged pupils across all subjects.  EYFS pupils narrow the gap in Communication & Literacy
C.	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.
D	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
How improvement will be measured:		
A.	Success is measured by improved attendance over year and pre/post questionnaires	
B.	Evidence from Target Tracker/Raise Online/Pupil Progress meetings and monitoring shows that non-SEN PP children are “catching up” with their peers/	

<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 £6,775	7/18
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	7/18
A and C	Implementation of whole school PHSCE programme	EEF states that social and emotional learning has moderate impact on learning outcomes (+4months)	Regular monitoring Results of pre and post questionnaire completed by PP children	E Connolly	Covered in SLT time	7/18
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 Target Tracker 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	7/18

B & C	Continue to raise aspirations and widen interests of PPG pupils through involvement of subsidised after school clubs and participation in the 'Inspiring Minds' 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	7/18
B	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	7/18
B	Continued subscription to online learning resources – 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	7/18
D	Assisted places for Breakfast Club and Holiday Club for individual pupils on a needs basis. Subsidised school trips and residential	Increased opportunities will lead to greater motivation and engagement in learning	Monitor regularly	E Connolly	£2,000 (loss of rental income from before and after schoolClub)	7/17
A & B	Whole school training and development in establishing a mastery approach to learning, 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	Implementation of a whole school coaching system to improve teaching practice: to include 1:1 coaching and collaborative lesson study.	Effective reflective collaboration between teachers will lead to sharing of good practice and improved teaching performance which will benefit all pupils	Ongoing monitoring and in-school termly data tracking	Whole staff	Coaching training course (SLT) + supply costs £725 Release time for lesson study - £1,500	7/18
A & B	Staffing of a "catch up room" at lunchtime to encourage children to finish work Same day intervention to deal with misconceptions from maths/English lessons	Addressing misconceptions on same day aids development of mastery in subjects. (impact +5months – EEF)	Observation and discussion with staff/pupils	KB/EC	n/a	7/18
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	£18,036	7/17