

St Barnabas CE Primary School

Pupil Premium Strategy Action Plan 2018-19

Summary information of pupil premium (PP)

Name of school:	St Barnabas Church of England Primary		
Academic year:	2018-2019	Total PP budget for year:	£52,800
Total number of pupils:	165	Number of pupils eligible for PP:	40
Amount per pupil:	£1,320	Date of next PP strategy review:	July 2019

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 & nationally, with particular focus on maths in Key Stage 2</p>	
In-school barriers:	
A.	High SEN for pupil premium children (30% 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 continue to lead to a reduction in available resources (both human & other).
D	In September 2018, only 24% of children entered FS2 with secure expected attainment in reading. Furthermore, a significant proportion of children were low on entry in areas of PSHE, which greatly impact their learning behaviour and hence progress.

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

Aims and outcomes

Desired outcome:		Success criteria:
A.	Sustain attainment in KS1 and FS2 To reduce attainment and progress gap between Pupil Premium and non-disadvantaged in KS2	KS2 – continue to close attainment gap in all subjects at expected and higher standard. Maths: Improve progress score in Maths from -1.8 (2018) and reduce gap between PPG and national non-disadvantaged pupils (-0.4 in 2018). “Expected” attainment closer to Nation Average.
B	Improve quality of teaching ensuring high expectations for all children	Teachers have high expectations of disadvantaged pupils, leading to improved progress.
C	Pupils have well developed personal, social and emotional skills	Pupils have increased emotional resilience and better relationships. Going For Gold Behaviour System reports increase in positive behaviours (green/bronze/silver/gold)
C.	Improve attendance and punctuality of PP and vulnerable pupils	Pupils improve attendance (from 95% 2018), and report increased enjoyment of school. 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	Increase opportunities for parental engagement to support learning	Increasing opportunities and number of parents attending events increasing.

How improvement will be measured:	
A.	Success is measured by improved attendance over year and monitoring of “Going For Gold” behaviour management system.
B.	Evidence from Target Tracker/Raise Online/Pupil Progress meetings and monitoring shows that non-SEN PP children are “catching up” with their peers/
C.	As measured by data from Integris system and discussions with class teachers.
D	Data from registers of learning events – Learning Cafes, Stay and Learn, Exit tasks etc.
E	Monitoring of teaching – learning walks, work scrutiny, conversations with pupils, in school data tracking.

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, C, D, E	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	£7000	7/19
A, C, D, E	Draw on support Primary Mental Health/Well-Being worker to support vulnerable children, their parents and provide advisory role to school staff.	We believe that this work will help children be more “available to learn” by reducing anxiety and aiding communication staff.	Regular reviews with H & WB worker, parents, children & staff involved	E Connolly	Within budget above	7/19
A, C, E	Roll out of whole school PHSCE programme - Heartsmart	EEF states that social and emotional learning has moderate impact on learning outcomes (+4months)	Monitoring of teaching. Pupil voice	E Connolly	£1700	7/19

B,E	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	£6000	7/19
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 disadvantaged pupils	E Connolly	Various £1,200	7/19
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	£3,500	7/19
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 £5,700	7/19
A & B	Staffing of a “Keep 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	7/19

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	£22,900	7/19
B & D	School implement a variety of events which help support children's learning: "Learning Cafes" – KS1 & KS2 once a term; "Stay and Learn" sessions each half term; Exit tasks re topics.	"Promoting Social Mobility through Education" report by City of York – clear links between parental involvement and a child's attainment.	Monitor attendance at events – invite parents specifically.	EC/KB	£600	7/19
B & E	Peer work with partner school to share best practices in maths and improve quality of teaching	Exposure to other teaching practices within supportive peer system leads to higher expectations and improvement of teaching in maths.	Evaluate via monitoring of teaching in school and across schools.	KB/Partners	£3000	7/19
B & E	Teachers have high expectations of all pupils and are accountable for progress of children in their class.	High expectations for all "no excuses" leads to high progress for disadvantaged pupils	Disadvantaged pupils progress tracked and monitored during pupil progress meetings with teacher each term.	KP	£1200	7/19