

# St Barnabas CE Primary School

## Pupil Premium Strategy Action Plan 2019-20

### Summary information of pupil premium (PP)

<b>Name of school:</b>	St Barnabas Church of England Primary		
<b>Academic year:</b>	2019-2020	<b>Total PP budget for year:</b>	£52,800
<b>Total number of pupils:</b>	165	<b>Number of pupils eligible for PP:</b>	40
<b>Amount per pupil:</b>	£1,320	<b>Review Date</b>	July 2020

### Mission statement

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

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 and thirst for 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 achieve all they are able to.

With this in mind, our aim as a school this year is to create a broad, rich and varied curriculum which gives all our children a reservoir of knowledge and experiences from which they can be curious about the world and be ready for the next stage of life. Alongside this, all stakeholders in our school will support and model resilience, risk taking and curiosity, encouraging our children to greater challenge and pride in 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 in maths for middle attaining pupils in Key Stage 2 and writing in Key Stage 1.

#### In-school barriers:

<b>A.</b>	<b>High SEN for pupil premium children (25% 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) .</b>

<b>D</b>	<b>Children entering school in Foundation Stage have much lower than national averages in Social/Emotional, Health, Communication &amp; Language skills</b>
<b>External barriers:</b>	
<b>D.</b>	<b>Children often 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 (from 95% 2018-2019), and report increased enjoyment of school.
<b>B.</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. <b>Reading:</b> 25% of children with low prior attainment to reach expected standard, and some children to reach higher standard. <b>Maths:</b> Improve progress score in Maths from – 4.3 (2019) and reduce gap between PPG and national disadvantaged pupils (-4.7 in 2019) <b>KS1</b> – continue to close attainment gap across all subjects All middle attainers in KS1 to attain expected standard or higher in Reading, Writing & Maths. At least 25% of low attainers to achieve expected in RWM  EYFS pupils narrow the gap in Communication & Literacy, SEMH
<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

How improvement will be measured:	
<b>A.</b>	Success is measured by improved attendance over year and results of initial & end of year questionnaires
<b>B.</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

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 £7,000	7/20
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	7/20
A and C	Implementation of whole school curriculum re-design programme – Inset days/staff training.	Evidence suggests a knowledge based curriculum particularly benefits disadvantaged and vulnerable children (HMI Jan 2020))	Monitoring and review, Discussion in staff meetings.	E Connolly	£2000	7/20

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	7/20
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 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	Cost of trips etc £500	7/20
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	£1500	7/20
B	Continued subscription to online learning resources – Purple Mash, Times Tables Rock Stars 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	£1000	7/20
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)	7/20

A & B	Whole school training and development in embedding 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/JW	Maths leadership time & teachers attending Teacher Research Group demo lessons led by Primary Maths Specialist £2,800	7/20
A & B	Same day intervention with teachers 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	7/20
A, B & C	Employment of TAs to provide support for disadvantaged pupils 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	£15,036	7/20
A,B & C	Participation in York 'Write-Time' project for upper KS2 teachers. Cascade training to all staff	Immersion of children into writing purpose + teacher modelling has been shown to lead to increased outcomes in writing.	Regular monitoring	EC/PJ	£1,000	7/20

A, B & C	Employment of TAs to support vocabulary and language development in EYFS/KS1 and additional reading support	We believe children benefit from 1:1 or small group support in literacy.	Regular monitoring	EC/KB	£2,500	7/20
A,B & C	Increased opportunities for learning through high quality continuous provision in Year 1 and into Year 2.	High quality continuous provision improves language development, love of learning, resilience and independence.	Regular Monitoring	KB/SC	Resources and additional staffing to promote language and expectations £3,000	7/20
A,B, C, D	Investment into class set of Chrome Books for use in more lessons across the school	Technology offers ways to improve the impact of pupil practice and can be used to improve the quality of explanations and modelling by teachers (EEF Guidance Report	Regular Monitoring	KB/HD	£1,964	7/20