

Pupil premium strategy statement (primary)

1. Summary information					
School	Barnby Dun Primary Academy				
Academic Year	2016-2017	Total PP budget	47,500	Date of most recent PP Review	n/a
Total number of pupils	317	Number of pupils eligible for PP	34	Date for next internal review of this strategy	January 2017

2. Current attainment			
	Pupils eligible for PP (BDPA)	Pupils not eligible for PP (BDPA)	National Average KS2
% achieving in reading, writing and maths	58%	64.9%	60%
% making expected progress in reading	82.4%%	85.5%	72%
% making expected progress in writing	85.3%	94.8%	79%
% making expected progress in maths	88.2%	91.8%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Phonics and early writing to be addressed.
B.	Progress for pupils eligible for PP in Reading, Writing and Maths.
C.	Behaviour issues for a small group of pupils across school who are eligible for PP are having a detrimental effect on their academic progress and that of their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved outcomes in Phonics for pupils in Y1.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations and pass the phonics check.
B.	Higher rates of progress for pupils eligible for PP.	Pupils diminishing the gap and meeting ARE or above.
C.	Behavioural issues to be addressed.	Fewer behaviour incidents recorded on CPOMS.
D.	Increased attendance rates for pupils eligible for PP.	Pupils eligible for PP attend school daily and achieve 100% attendance.

5. Planned expenditure

Academic year

2016/ 2017

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of 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?
Improved progress and attainment for pupils in Year 6.	<p>To fund an additional teacher's salary to teach intervention and 'booster' groups in year 6.</p> <p>Extend the provision of after school boosters for Year 6 beginning in the Autumn Term for 2 nights per week and continuing throughout the Spring term and up to Sats week.</p>	<p>Pupils eligible for PP are making sufficient progress to meet their individual targets.</p> <p>We want to ensure that PP children can achieve high attainment as well as simply 'meeting expected standards'.</p>	<p>Organise timetable to ensure staff delivering intervention have sufficient preparation and delivery time.</p> <p>Book monitoring, marking and feedback.</p> <p>Lesson observations.</p> <p>Feedback from pupils and parents.</p> <p>Ongoing reflection and evaluation of impact – assessment to feed into class teaching, intervention and booster provision.</p>	<p>Headteacher / Deputy Head/ Assistant Head/Year 5/6 leader</p>	<p>January 2017</p> <p>Cost £4000</p>
Improved progress and attainment for pupils eligible for PP across school.	<p>Additional TA support in classrooms across all year groups.</p>	<p>Pupils eligible for PP are making sufficient progress to at least meet their end of year target/ARE.</p>	<p>TA to be prepared (prior to working with pupils) to know specific targets in order to best support.</p> <p>TA to have appropriate training for interventions they may run in order to run them with confidence and best impact.</p> <p>TA to have sufficient preparation and delivery time.</p> <p>Book monitoring, marking and feedback.</p> <p>Lesson observations.</p> <p>Half termly tracking update and evaluation of progress at pupil progress meetings.</p>	<p>Headteacher / Deputy Head/ Assistant Head/phase leaders/ assessment leaders/ Class Teachers</p>	<p>January 2017</p> <p>Cost £58,000</p>

Pupils to have developed positive attachments, feel secure and are more ready to learn.	To fund CPD Thrive Course to enable Individual Thrive Programmes to run in school. To fund a TA to run Thrive Interventions.	Pupils eligible for PP have the opportunity to develop positive attachments, feel safe and have their needs met. Evidence through Thrive Assessments to show progression in SEMH.	Individual assessments to be completed to create personalised Thrive programmes for pupils. Increase understanding of Teacher's and TA's using VRF's (Vital Relational Functions).	Assistant Head/class teachers	February 2017 Costs for training £1000
---	---	---	--	-------------------------------	--

Total budgeted cost

ii. 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?
Pupils to have a calm start to the school day and be ready to learn.	Sensory Circuit to run daily for 20 minutes 8:45am – 9:05am.	Pupils to have the opportunity to burn off energy, share feelings and have a calm start to the school day.	Timetable of TA's/ LSA's to support running Sensory Circuit.	Assistant Head	January 2017 Contribution towards staffing costs £2000
A pupil in Reception to have improved social interactions with his peers.	Play Therapy 1:1 for pupil in Reception.	Play Therapy was requested by the child's Mum and has been funded through Social Worker Support.	Meet with Play therapist prior to sessions starting. Ensure that all resources requested to support these sessions are ready each week. To provide a room for the sessions to run.	Assistant Head	February 2017 Play Therapy funded through Social Worker. £20 School Resources

Total budgeted cost

iii. 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?
Improved attendance for pupils.	Attendance rewards and contribution to the end of the year school trip.	Pupils recognise the importance of coming to school every day. Pupils are motivated to come to school every day. Team work approach across whole class and competitive element across whole school. Pupils enjoy attendance reward days and want to achieve highest attendance.	Weekly Special Mentions/ Attendance Assembly. Rewards given and attendance shared with pupils. Half-termly whole class rewards.	Headteacher	Termly. Contribution towards rewards £900
Improved behaviour during unstructured	To fund staffing for the provision of an indoor	We want to ensure that PP children have the choice of being indoors or outdoors at	Organise timetable for Indoor Classroom. The lunchtime classroom	Headteacher / Mid-day	January 2017

times.	classroom at lunchtime during Winter and Early Spring. Calming Hub – Daily Lunchtime Calm Classroom runs all year.	lunchtime. To develop positive social interactions between peers. To have diminished issues on the playground.	is well attended. Organise Timetable for Calming Hub. Children are less anxious over lunchtime and therefore a decrease in behaviour issues during this long unstructured time.	Supervisor Assistant Head	Contribution towards staffing costs £850
Total budgeted cost					£66,770

6. Review of expenditure				
Previous Academic Year		2015/16		
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
To improve progress and attainment for pupils eligible for PP.	To fund additional teaching assistant hours.	<p>Year 1 (3 Children) In Reading, 1 child made expected progress and met ARE (S1). 2 children made less than expected (-2pts). In Writing, 1 child made expected progress and met ARE, 2 children made less than expected (-2pts and -3pts behind ARE). In Maths, 2 children made expected progress and met ARE. 1 child made less than expected (-1pt)</p> <p>Year 2 (3 Children) In Reading, 1 child made expected progress and met ARE (S2), 1 child made better than expected progress (S2+) and 1 child made less than expected progress (-2pts) In Writing, 2 children made expected progress and met ARE, 1 child made less than expected progress (-2pts). In Maths, 2 children made expected progress and met ARE, 1 child made less than expected progress (-2pts)</p> <p>Year 3 (8 Children) In Reading, 3 children made expected progress and met ARE (S3), 1 child made better than expected progress and exceeded ARE (1pt), 4 children made less than expected progress (3x -2pts behind ARE, 1x -1pt behind ARE). In Writing, 2 children made expected progress and met ARE (S3), 1 made better than expected progress and exceeded ARE (1pt), 5 children made less than expected progress (1x -4pts, 1x -2pts, 3x -1pt behind ARE). In Maths, 1 child made expected progress and met ARE (S3), 1 child made better than expected progress and exceeded ARE (1pt), 6 children made less than expected progress (3x -2pts, 3x -1pt behind ARE).</p>	<p>Continue to fund additional teaching assistant hours and review interventions in place.</p> <p>Staff to complete Pupil Premium Overviews to demonstrate how additional TA's and resources are being best used to support children receiving Pupil Premium.</p> <p>Screen children for possible Thrive Programme and review programmes in place.</p> <p>Review impact of interventions through regular discussions and Pupil Progress Meetings.</p>	£50,000

		<p>Year 4 (5 Children) In Reading, 2 children made expected progress and met ARE (S4), 1 child made better than expected progress (1pt above ARE), 2 children made less than expected progress (1x -4pts, 1x -2pts behind ARE). In Writing, 1 child made expected progress and met ARE (S4), 1 child made better than expected progress (1pt above ARE), 3 children made less than expected progress (2x -3pts, 1x -2pts behind ARE). In Maths, 2 child made expected progress and met ARE (S4), 1 child made better than expected progress (1pt above ARE), 2 children made less than expected progress (1x -3pts, 1x -2pts behind ARE).</p> <p>Year 5 (9 Children) In Reading, 6 children made expected progress and met ARE (S5), 2 children made better than expected progress (1pt above ARE), 1 child made less than expected progress (-4pts behind ARE). In Writing, 7 children made expected progress and met ARE (S5), 1 child made better than expected progress (1pt above ARE), 1 child made less than expected progress (-5pts behind ARE). In Maths, 7 children made expected progress and met ARE (S5), 1 child made better than expected progress (2pt above ARE), 1 child made less than expected progress (-3pts behind ARE).</p>		
<p>To improve progress for pupils in Year 6.</p>	<p>To fund an additional teacher's salary to teach intervention and 'booster' groups in year 6.</p> <p>To extend the provision of after school booster sessions for year 6.</p>	<p>In Year 6 (3 Children) In Reading 1 child made expected progress and met (ARE) age related expectation (S6), 2 children made less than expected progress (-1pt). In Writing 2 children made expected progress and met ARE (S6), 1 child made less than expected progress (-3pts). In Maths 1 child made expected progress and met ARE, 1 child made more than expected progress (+1pt) and 1 child made less than expected progress (-1pt)</p>	<p>All children have benefitted greatly from teacher's intervention and booster groups for Reading, Writing and Maths.</p> <p>Continue to fund additional teacher's salary for interventions and booster groups in year 6.</p>	<p>£8,000</p> <p>£600</p>

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
To provide indoor provision during Winter/ Early Spring.	To fund staffing for the provision of an indoor classroom at lunchtime during Winter and Early Spring.	The classroom was well attended by PP pupils and also those who are not eligible for PP.	This provision will continue next Winter and Early Spring.	£800
Diminish the gap in Reading, Writing and Maths for one CLA pupil.	One to one tuition for one CLA pupil.	In Reading, the child made expected progress and met ARE at the end of Year 6 (S6). In Writing, the child made expected progress and met ARE at the end of Year 6 (S6). In Maths, the child made more than expected progress (S6+).	Yes, we would continue with this approach. Additional funding of £300 from the LA was applied for and granted. This enabled the pupil to continue 1:1 tuition for 1.5hrs a week with a teacher he was familiar with and had built a positive relationship with.	£1,500

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
Improved motivation and skill in Sensory Circuit.	To add additional resources to Sensory Circuit.	Children appear more settled and ready to learn after they have been to Sensory Circuit. Bentley Outreach Support Reported how much calmer a child was on the day when he went to Sensory Circuit compare to a day when he didn't go.	Continue to fund Sensory Circuit Sessions. Review register of children attending/ needing to attend Sensory Circuit. Review timetable of TA support during Sensory Circuit times to enable the best outcomes for the children participating.	£50

7. Additional detail
In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk