



## Pupil Premium Strategy Statement – Barby CE Primary School

1. Summary information				
<b>School</b>	Barby CE Primary School			
<b>Academic Year</b>	2016/17	<b>Number of pupils eligible for PP - 18</b>	<b>FSM &amp; ever 6</b>	15 (15 x £1,320 = £19,800)
<b>Total number of pupils</b>	117		<b>LAC and previously LAC</b>	3 (3 x £1,900 = £5,700)
<b>Total PP budget</b>	£25,500		<b>Forces</b>	0

2. Current attainment		
	<i>Pupils eligible for PP (number of PP pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving a GLD at the end of EYFS July 2016</b>	100% (1 pupil)	69%
<b>% achieving expected or above in reading at the end of KS1 2016</b>	100% (3pupils)	78%
<b>% achieving expected or above in writing at the end of KS1 2016</b>	33% (3pupils)	70%
<b>% achieving expected or above in mathematics at the end of KS1 2016</b>	100% (3pupils)	77%
<b>% achieving scaled score 100+ in reading at the end of KS2 2016</b>	100% (4 pupils)	72%
<b>% achieving scaled score 100+ in writing at the end of KS2 2016</b>	75% (4 pupils)	79%
<b>% achieving scaled score 100+ in mathematics at the end of KS2 2016</b>	100% (4 pupils)	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>	
<b>A.</b>	Social, emotional
<b>B.</b>	Basic skills – reading / writing / mathematics
<b>C.</b>	Wider opportunities
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Late attendance for one family

### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve emotional and social understanding so that pupils are mentally well and ready to learn.	Pupils eligible for PP access learning. In EYFS they meet the ELG for PSED to set the foundations for their future schooling. Mental health is taught, talked about and valued e.g. with mental health awareness day, healthy week, protective behaviours. Child voice work shows that pupils are positive about school and have a love of learning. Fewer behaviour incidents recorded.
<b>B.</b>	Higher rates of attainment for pupils eligible for PP. Particular focus on writing.	Pupils eligible for PP identified make as much progress as 'other' pupils in writing as well as reading and mathematics.
<b>C.</b>	Children access wider opportunities.	Children access wider opportunities in sports, music, trips.
<b>D.</b>	Increased attendance rates for pupils eligible for PP - particular focus on one families lates.	Reduce the number of persistent lates for a key PP family by working with the family to address issues.

5. Planned expenditure					
Academic year	2016/17				
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 quality first teaching of writing across the school	Talk 4 Writing to be implemented	Talk for Writing is an approach to teaching writing that encompasses a three-stage pedagogy: <i>'imitation'</i> (where pupils learn and internalise texts, to identify transferrable ideas and structures), <i>'innovation'</i> (where pupils use these ideas and structures to co-construct new versions with their teachers), and <i>'invention'</i> (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language.	<p>Training provided and shared with Braunston and Staverton</p> <p>Work from Liz Mynott to coach teaching staff to develop and refine the teaching</p> <p>Specialist Leader in Education employed to work alongside the English lead to further develop leadership of this area</p>	Mark Adkins (English Lead)	April 17
Next step outcome for 2017-18, Improve consistency in phonics					
<b>Total budgeted cost</b>					<b>£ 700</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved academic and social, emotional wellbeing	<p>To employ a Pastoral TA to champion the pupil premium work.</p> <p>We want to ensure that there is a key member of staff who champions the pupil premium children. Her role is to:</p> <ul style="list-style-type: none"> <li>- Liaise with class teachers to discuss gaps</li> <li>- Work with parents to offer support and to know our PP families well</li> <li>- Provide intervention work dependant on the gaps identified</li> <li>- Feedback to class teachers on progress made</li> <li>- Liaise with the school SENCo for pupils who are also on the SEN register</li> </ul> <p>Stretch the higher ability PP children using feedback conversations as the EEF Toolkit suggest high quality feedback is an effective way to improve attainment and it is suitable as an approach that we can embed across the school.</p> <p>Some interventions are also delivered by class TAs.</p> <p>Interventions in place</p> <ul style="list-style-type: none"> <li>- Time to Talk programme</li> <li>- Relax kids</li> <li>- Mentoring time</li> <li>- Spell tutor</li> </ul>	At Barby CE Primary we value emotional well-being. We believe that children need to be ready to learn. This means that they must be able to talk about their feelings, cooperate with others and be mentally as well as physically healthy.	Pupil premium champion provides an evidence base for any interventions, works with class teachers and meets with the Headteacher to review progress and discuss next steps.	Pupil Premium Champion	July 2017
Improved progress for pupils	<p>Intervention work provided by Pupil Premium champion or class TA</p> <ul style="list-style-type: none"> <li>- 1:1 / small group work</li> </ul>	Class teachers have identified academic gaps in learning. Interventions provided by Pupil Premium champion	<p>-Monitoring interventions.</p> <p>- SENCO has provided staff training on how to develop SMART targets and to ensure measurable progress.</p>	Pupil Premium Champion	April 2017
<b>Total budgeted cost</b>					<b>£20,198</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Reduce lates and increase attendance	Office staff to respond quickly to absences. First hour response provision.  Pupil Premium lead to liaise with persistent late families.  Strategies used: <ul style="list-style-type: none"> <li>- First hour phone calls</li> <li>- Ability to inform of absences via phone or email,</li> <li>- Letters sent to persistent absence cases</li> <li>- PP champion to liaise and raise Early Help Assessment if required</li> </ul>	We can't improve attainment for children if they aren't actually attending school. Close monitoring is vital.	Ensuring that staff are briefed in roles <ul style="list-style-type: none"> <li>- Office – attendance line, first hour phone calls, letter</li> <li>- Headteacher &amp; PP Champion – monitor attendance</li> <li>- PP Champion meet families, refer for Early Healp Assessment if required</li> </ul>	Headteacher	Jan 2017
Challenging behaviour in Y2 addressed	Identify a targeted behaviour intervention for identified students. <ul style="list-style-type: none"> <li>- Working with SENCo to ensure that SEN needs are identified and met</li> <li>- Gathering input and specialist advice for the pupil</li> <li>- Individual behaviour systems developed</li> <li>- Review of whole school behaviour policy</li> <li>- Equine therapy funded to support emotional needs of the pupil</li> <li>- Additional 1:1 TA support provided</li> </ul>	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded.  Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	Headteacher / SENCo	Jun 2017
Extended school access – before and after school provision	Provide access to before / after school care for some key families. This is to allow: <ul style="list-style-type: none"> <li>- One parent to access education</li> <li>- Respite for a family with care needs</li> <li>- Increased levels of well-being, social opportunities</li> <li>- Better attendance and punctuality</li> </ul>	Children then have access to snack and healthy food as well as some activity time with their peers.	Monitor attendance register.	Office	Sept 2016
Educational visits / swimming	Provide additional support so that all pupils can access extra-curricular activities and raise social skills and self-esteem.	Children have access to a full and varied curriculum	Monitor for opportunities across the school.	Office	Sept 2016

Music provision	Provide opportunities to learn an instrument - External tutors employed via NMPAT	We value all aspects of learning at Barby CE. We believe that pupils should have opportunities to learn an instrument if they wish. Increase self-esteem, opportunities for all.	Monitor for opportunities across the school.	Office	Sept 2016
<b>Total budgeted cost</b>					<b>£1,798</b>