



Bartons Primary School Pupil Premium Strategy

2019-2020

1. Summary information					
School	Bartons Primary School				
Academic Year	2019-20	Total PP budget	7/12 (Sept-Mar) of total allocation in 2019-20 budget = £30,380 5/12 (Apr-Aug) of total allocation 2020-21 budget = £22,402 Carry over from 18-19 financial year = £33,649 Total 2019-2020 academic year available PP funding = £86,431	Date of most recent PP Review	July 2019
Total number of pupils	218	Number of pupils eligible for PP	FSM/EVER6 = 43 CLA = 1 Post CLA= 3 Total = 47	Date for next internal review	Feb 2020

2. Current attainment - July 2019		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving GLD in EYFS	0% (2)	75% (28)
% passing phonics screening	83%(6)	86% (22)
% achieving expected standard or above in Year 2 reading	50% (12)	83% (18)
% achieving expected standard or above in Year 2 writing	33% (12)	72% (18)
% achieving expected standard or above in Year 2 maths	58%(12)	77% (18)
% achieving expected standard or above in Y2 reading, writing & maths	50% (12)	67% (18)
% achieving expected standard or above in Year 6 reading	67% (6)	69% (35)
% achieving expected standard or above in Year 6 writing	50%(6)	77%(35)

% achieving expected standard or above in Year 6 maths	83% (6)	74% (35)
% achieving expected standard or above in Y6 reading, writing & maths	50%	60%
Progress measure KS1-2 in Reading in Y6	+4.0	-0.5
Progress measure KS1-2 in Writing in Y6	-2.0	-1.0
Progress measure KS1-2 in Maths in Y6	-0.1	-1.9

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor oral language skills (receptive and expressive) which impact on all areas of the curriculum
B.	Slow development of early reading skills in EYFS and KS1 hinders the development of comprehension skills.
C.	Lack of independence and poor spellings skills lead to low quality writing.
D.	Weak reasoning skills in maths across all year groups (partly linked to language skills)
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance rates for PPG 2018-2019= 95.41% Poor attendance reduces school hours and leads to slow progress academically and socially.
F.	Lack of parental involvement supporting homework, spelling and reading. Non-engagement with school events.
G.	Increased number of pupils needing social and emotional support to access their education.
H.	Limited access to extra-curricular activities and educational experiences.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improved oral language skills (receptive and expressive) to support learning in all areas of the curriculum.	Pupils eligible for PPG funding make rapid progress in EYFS and KS1.
B.	Proficient early reading skills in EYFS and KS1 to support the development of reading comprehension later on.	Pupils eligible for pupil premium make rapid progress by the end of the EYFS and Y2 so that they meet age related expectations.
C.	Higher quality of writing due to increased independence and better spelling.	Pupils eligible for pupil premium make rapid progress so that they meet age related expectations.
D.	Improved reasoning skills in maths across all year groups.	Pupils eligible for pupil premium make rapid progress so that they meet age related expectations.
E.	Improved attendance of pupils eligible for PPG funding (above 96%)	Reduce the number of persistent absentees among the pupils for eligible for PP to below 3%. To ensure the attendance of the pupil premium is in line with national 96%
F.	Increased parental engagement in school events e.g. parents evening and workshops.	Increase the % of parents of pupils eligible for PPG funding attending parent workshops. 100% of parents of pupils eligible for PPG to attend parents evening. All pupils eligible for PPG funding completing homework on a regular basis.
G.	Embed the Growth Mind-set approach, increase resilience and aspiration.	All pupils eligible for Pupil Premium Funding will have the opportunity to develop socially and emotionally so there is limited impact on their attainment and progress.
H.	Improved opportunities for pupils to attend extra-curricular activities.	All Year 6 pupils to attend the residential Children to take part in school trips/clubs as appropriate.

5. Planned expenditure					
Academic year		2019-2020			
The three headings enable you to demonstrate how you 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?
A. Improve oral language skills (receptive and expressive) for pupils eligible for PPG in EYFS and beyond.	<ul style="list-style-type: none">• Use Speech and Language screening tools in Autumn term.• Language interventions in place for pupils identified. (School Start/Narrative therapy)• Visual prompt cards used to support learning and help oral narration.• Increase opportunities for speaking, listening, and oral rehearsal through ‘playful’ teaching and modelling.• Ensure language rich environment for pupils to practise what they are taught.• Additional TA support for intervention.• Staff model correct language at all times.	<p>EEF Toolkit - Early intervention Impact +5 months</p> <p>EEF Toolkit – Oral language intervention Impact +5 months</p> <p>With improved oral skills, the pupils will be able to speak and write fluently.</p>	<ul style="list-style-type: none">• Learning walks• Intervention and lesson observations• Book Looks• Intervention records and pre/post assessment	EYFS lead SENCo English Leader	Feb 2020- EYFS/KS1 data analysis
B. Focussed teaching of early reading skills in EYFS and KS1 to support the development of reading comprehension in KS2 for pupils eligible for PP funding. .	<ul style="list-style-type: none">• Staff training on RW Inc phonics approach and provision of additional materials• Introduction of fully decodable books• Appointment of reading leader• Additional monitoring for consistency in teaching of early reading.• Additional teacher for small group phonics sessions with PPG children• Choose high quality texts with a focus on vocabulary, word choices and inference.• CPD for developing comprehension skills across KS2 and giving quality feedback.• Rich texts used across curriculum.	<p>Phonics data has improved year on year but is not yet 95% or fully impacting on the reading score at KS1.</p> <p>Phonics Audit Springhill Hub revealed gaps in training.</p> <p>EEF Toolkit 1:1 tuition Impact +5 months</p> <p>EEF Small group work Impact +4 months</p>	<ul style="list-style-type: none">• Use INSET and staff meetings to deliver training• Monitoring.• Learning walk. Governor learning walk.• Moderation of reading for KS1• Half-termly phonics tracking and reorganisation of groups.	SENCo English Leader Phonics Leader	Feb 2020 - Data analysis and Pupil progress meetings.

C. Improve independence in writing and quality of spellings for pupils eligible for PP funding.	<ul style="list-style-type: none"> • CPD – teaching writing effectively • Restructure assessment of writing. Include opportunities for high quality feedback to be provided • High quality texts being used in class, • Whole school tracking of CEW accuracy. • Increased emphasis on editing and redrafting. Including small group or individual support • Small group interventions planned by CT for TAs. • Spelling intervention using mastery, precision and spell-its approach 	<p>Writing outcomes in school are not improving in line with reading and maths.</p> <p>Internal data follows the pattern of the PPG achieving less than non-PPG</p> <p>EEF evidence Feedback on learning Impact +8 months</p>	<ul style="list-style-type: none"> • English Leader planning sampling. • Observations • Learning walks. • Data tracking for writing • CEW discussion at Pupil Progress meetings. • Book Looks • Interventions records • Pupils voice • CPD individual or while staff • Locality moderation 	<p>English Leader</p> <p>DT/HT</p> <p>SENCo</p>	Feb 2020 - Pupil progress and data analysis
D. Develop reasoning skills in maths across all year groups.	<ul style="list-style-type: none"> • Participation in further Numicon and in-school work on mastery. • CPA approach to be evident in all maths lessons provision • CPD - Confidence in whole class teaching with subtle differentiation. Quality first teaching for all. • First class for number groups in Year 2. • Pupils given feedback and challenged to prove it. • TT rock stars. 	<p>Improvements seen in 2018-2019 data.</p> <p>Pupil voice and confidence in maths.</p> <p>EEF Toolkit – Feedback for pupils Impact +8 months</p>	<ul style="list-style-type: none"> • Use INSET and staff meetings to deliver training, • Feedback in maths policy adhered to across all year groups. • Moderation in locality for KS1 • Beam or Numicon-breaking barriers to identify problems. • Learn its tracking 	<p>Maths Leader</p> <p>HT</p>	Feb 2020 - Pupil progress and data analysis
Total budgeted cost					£ 50,000

ii. Targeted support

Intended 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?
E. Improve the attendance of pupils eligible for PPG funding to above 96%.	<ul style="list-style-type: none"> Designated member of staff to track and monitor attendance Designated member of staff to develop relationships with key families in order to create positive engagement and home-school links. 	School based research shows that reduced school hours causes PPG pupils to fall behind academically and socially.	<ul style="list-style-type: none"> Monitor the impact on attainment of PP pupils HT/DHT and admin staff work together to ensure efficient process for monitoring regularly. 	DHT/HT	Weekly Attendance data analysis
F. Increase parental engagement in school events e.g. parents evening and workshops.	<ul style="list-style-type: none"> Children to send individual invitations to parents for workshops to increase participation. Parent not signing up for parents evening invited to do so or asked to attend a meeting at another time. Teachers to liaise with SENCO for support in engaging families. Teachers to provide explanation for homework. 	<p>EEF toolkit parental involvement Impact +3 months</p> <p>EEF toolkit Primary homework Impact +2 months</p>	<ul style="list-style-type: none"> Vulnerable parents will be encouraged to seek Staff to actively invite parents to events. Follow up calls to parents of pupils eligible for PP funding to meet. Monitor homework completion. 	HT	Post parents evening and Pupil progress meetings.

G. Continue to develop growth Mind-set approach Provide nurture groups, or play therapy sessions where needed.	<ul style="list-style-type: none"> • Swiftly identify children with social and emotional barriers – nurture group with TA. • Play therapy as needed. • Secure ELSA training. • Teacher CPD related to promote positive attitudes. 	<p>Small but growing number of pupils whose social, emotional and mental health difficulties having a negative impact on achievement and wellbeing.</p> <p>Learners to be aware of why it is important to maintain a positive attitude.</p> <p>EEF Metacognition and resilience approaches Impact +7 months</p> <p>EEF Social and Emotional intervention Impact +4 months</p>	<ul style="list-style-type: none"> • Pupil voice – high and increasing levels of self-motivation • Impact measured by class teachers/SENCO • EEF materials to be used in staff meetings. 	SENCO HT	Feb 2020 Pupil progress meetings.
H. Improved opportunities for pupils to attend extra-curricular activities.	<ul style="list-style-type: none"> • Provide opportunity to attend Forest schools to develop skills. • Cover cost of residential in Year 6 if appropriate. Liaise with HT • Contributions towards educational trips and school or sports clubs. • Class teachers/TAs to identify appropriate opportunities and discuss with HT 	<p>EEF Outdoor adventure learning Impact +4 months</p> <p>EEF Sports opportunities Impact +2 months</p> <p>Learning is supported by trips that are carefully planned to enhance the curriculum Social skills independence and team work are developed through participation residential visits</p>	<ul style="list-style-type: none"> • Business manager to manage funding • Pupil voice – Forest School • Class teacher feedback 	DHT HT	Feb 2020 Pupil progress meetings
Total budgeted cost				£10,000	

iii. Other approaches					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none">• To ensure children are included and part of Team Bartons.• To ensure children have the kit they need for PE.	Provide uniform vouchers Teachers and SLT to identify pupils in need of assistance.	<ul style="list-style-type: none">• Children need to feel included and part of the school ethos in order to want to attend and participate.	Standards of uniform and availability of necessary kit improve.	HT	July 2020
Total budgeted cost				£400.00	
6. Additional detail					
Estimated total so far £64,000.00					

7. Review of expenditure 19/20 - Interim review Feb 2020			
Academic Year		2019-2020	
i. Quality of teaching for all			
Intended outcome	Chosen action/approach	Impact: Did you meet the success criteria?	Lessons learned Will you continue this
A. Improve oral language skills (receptive and expressive) for pupils eligible for PPG in EYFS and beyond.	<ul style="list-style-type: none">• Use Speech and Language screening tools in Autumn term.• Language interventions in place for pupils identified. (School Start/Narrative therapy)• Visual prompt cards used to support learning and help oral narration.• Increase opportunities for speaking, listening, and oral rehearsal through 'playful' teaching and modelling.• Ensure language rich environment for pupils to practise what they are taught.• Additional TA support for intervention.• Staff model correct language at all times.	<ul style="list-style-type: none">• The RW inc training and approach has resulted in fewer children needing support with their sound development. The modelling of correct sounds is a strength across all groups.• School Start and Time for Talk are both in place for EYFS to target small groups• In the moment teaching is well embedded into the teaching timetable.• The EYFS environment promotes varied language use and is modelled by all staff.	To review again in July 2020. Not reviewed in July due to COVID-19 school closure. The targets will be continued into the next academic year.
B. Focussed teaching of early reading skills in EYFS and KS1 to support the development of reading comprehension in KS2 for pupils eligible for PP funding.	<ul style="list-style-type: none">• Staff training on RW Inc phonics approach and provision of additional materials• Introduction of fully decodable books• Appointment of reading leader• Additional monitoring for consistency in teaching of early reading.• Additional teacher for small group phonics sessions with PPG children• Choose high quality texts with a focus on vocabulary, word choices and inference.• CPD for developing comprehension skills across KS2 and giving quality feedback.• Rich texts used across curriculum.	<ul style="list-style-type: none">• Two RWInc training days have taken place.• One RW Inc development day provided personalised feedback for teachers and TAs.• Reading leader appointed and trained. Reading leader regularly screening and regrouping children and progress has accelerated.• Reading leader is observing and giving feedback as well as using further videos from the portal.• Small groups receive intervention from PPG teacher.• Aspects of RW Inc approach have been taken on by KS2 and the reading planner adapted. Texts are high quality.	To review again in July 2020. Not reviewed in July due to COVID-19 school closure. The targets will be continued into the next academic year.

<p>C. Improve independence in writing and quality of spellings for pupils eligible for PP funding.</p>	<ul style="list-style-type: none"> • CPD – teaching writing effectively • Restructure assessment of writing. Include opportunities for high quality feedback to be provided • High quality texts being used in class, • Whole school tracking of CEW accuracy. • Increased emphasis on editing and redrafting. Including small group or individual support • Small group interventions planned by CT for TAs. • Spelling intervention using mastery, precision and spell-its approach 	<ul style="list-style-type: none"> • Approach to teaching writing has changed and the children take part in 1:1 conferencing. This allows the teachers to give personalised feedback. • Approaches to spelling in KS2 have adapted in light of the RW Inc training. The early signs are positive. 	<p>To review again in July 2020.</p> <p>Not reviewed in July due to COVID-19 school closure. The targets will be continued into the next academic year.</p>
<p>D. Develop reasoning skills in maths across all year groups.</p>	<ul style="list-style-type: none"> • Participation in further Numicon and in-school work on mastery. • CPA approach to be evident in all maths lessons provision • CPD - Confidence in whole class teaching with subtle differentiation. Quality first teaching for all. • First class for number groups in Year 2. • Pupils given feedback and challenged to prove it. • TT rock stars. 	<ul style="list-style-type: none"> • Advocacy mornings have been successful. Teachers show their knowledge of using CPA and mastery. • Same Day intervention is used effectively to ensure the children do not have gaps in their knowledge. This is for all pupils including PPG. • TT Rockstars is enjoyed by all pupils and will continue to be used across school. • Several groups of children have completed first class for number, including the PPG children in Year 2. 	<p>To review again in July 2020.</p> <p>Not reviewed in July due to COVID-19 school closure. The targets will be continued into the next academic year.</p>

ii. Targeted support			
Intended outcome	Chosen action/approach	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for	Lessons learned Will you continue this approach?
E. Improve the attendance of pupils eligible for PPG funding to above 96%.	<ul style="list-style-type: none"> Designated member of staff to track and monitor attendance Designated member of staff to develop relationships with key families in order to create positive engagement and home-school links. 	<ul style="list-style-type: none"> PPG attendance up to 28.2.20 = 94.69% Non PPG attendance up to 28.2.20 = 96.13% 	<p>To review again in July 2020.</p> <p>Not reviewed in July due to COVID-19 school closure. The targets will be continued into the next academic year.</p>
F. Increase parental engagement in school events e.g. parents evening and workshops.	<ul style="list-style-type: none"> Children to send individual invitations to parents for workshops to increase participation. Parent not signing up for parents evening invited to do so or asked to attend a meeting at another time. Teachers to liaise with SENCO for support in engaging families. Teachers to provide explanation for homework. 	<ul style="list-style-type: none"> Attendance at Parent Workshops increased for Maths and Phonics. Attendance of parents from EYFS cohort is high. Parents Evening attendance for parents of pupils receiving PPG = Non-PPG = 	<p>To review again in July 2020.</p> <p>Not reviewed in July due to COVID-19 school closure. The targets will be continued into the next academic year.</p>
G. Continue to develop growth Mind-set approach Provide nurture groups, or play therapy sessions where needed.	<ul style="list-style-type: none"> Swiftly identify children with social and emotional barriers – nurture group with TA. Play therapy as needed. Secure ELSA training. Teacher CPD related to promote positive attitudes. 	<ul style="list-style-type: none"> Play-therapy continues for some children. ELSA sessions have supported some PPG pupils with social and emotional needs. The Senior Leaders working toward therapeutic behaviour management approaches. 	<p>To review again in July 2020.</p> <p>Not reviewed in July due to COVID-19 school closure. The targets will be continued into the next academic year.</p>

H. Improved opportunities for pupils to attend extra-curricular activities.	<ul style="list-style-type: none"> • Provide opportunity to attend Forest schools to develop skills. • Cover cost of residential in Year 6 if appropriate. Liaise with HT • Contributions towards educational trips and school or sports clubs. • Class teachers/TAs to identify appropriate opportunities and discuss with HT • 	<ul style="list-style-type: none"> • Forest school continues to take place and PPG pupils are attending with their peers. • Contributions to enrichment activities continue to be made. 	<p>To review again in July 2020.</p> <p>Not reviewed in July due to COVID-19 school closure. The targets will be continued into the next academic year.</p>
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iii. Other approaches			
Intended outcome	Chosen action/approach	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for	Lessons learned Will you continue this approach?
<ul style="list-style-type: none"> • To ensure children are included and part of Team Bartons. • To ensure children have the kit they need for PE. 	Provide uniform vouchers Teachers and SLT to identify pupils in need of assistance.	Uniform vouchers continue to be provided.	<p>To review again in July 2020.</p> <p>Not reviewed in July due to COVID-19 school closure. The targets will be continued into the next academic year.</p>
		Quality of teaching for all = £62,059 Targeted support = £19,633 Additional approaches = 60.00	
		Total cost for three areas in Academic Year 2019-2020 = £81,752	