



Bartons Primary School Pupil Premium Strategy

2020-2021

1. Summary information					
School	Bartons Primary School				
Academic Year	2020-2021	Total PP budget	7/12 (Sept-Mar) of total allocation in 2020-21 budget = £31,362 5/12 (Apr-Aug) of total allocation 2021-22 budget=£23,971 Carry forward from financial year 2019/20 = : £ 37,021 Total 2020-2021 academic year available PP funding = £92,384	Date of most recent PP Review	March 2020 (No review in July 20)
Total number of pupils	200	Number of pupils eligible for PP	Total PPG = 47 Made up of: FSM = 36/ Post CLA/FSM = 2/Ever 6 = 5/CLA = 0/Post CLA= 4	Date for next internal review	Feb 2021

2. Current attainment - July 2019 (No Statutory Data collection in July 2020)		
	<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 September 2019 – 20 th March 2020 = 93.76% 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 homework and blended learning.	All pupils eligible for PPG funding completing homework on a regular basis. All pupils eligible for PPG funding are accessing online learning when away from school due to Coronavirus restrictions.
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 if it goes ahead Children to take part in school trips/clubs as appropriate.

5. Planned expenditure					
Academic year		2020-21			
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)• 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. (NELI intervention)• Additional TA support in EYFS 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• NELI system impact report	EYFS lead SENCo English Leader	Feb 2021
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">• Additional development days with RW Inc trainer• Additional monitoring for consistency in teaching of early reading.• 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>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 2021

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 – monitor this • 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. • Learning walks. • Data tracking for writing PPM • Book Looks • Interventions records • Pupils voice • CPD individual or whole staff 	<p>English Leader</p> <p>DT/HT</p> <p>SENCo</p>	Feb 2021
D. Develop reasoning skills in maths across all year groups.	<ul style="list-style-type: none"> • Maths specialist and lead teacher to be non-class based to provide targeted support and CPD across the school. • 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. 	<p>Gaps remain in basic number skills.</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. • Numicon-breaking barriers to identify problems. • 	<p>Maths Leader</p> <p>HT</p>	Feb 2021
Total budgeted cost					£ 70,000

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	Fortnightly attendance data analysis
F. Increased parental engagement in homework and blended learning..	<ul style="list-style-type: none"> Teachers to liaise with SENCO for support in engaging families. Teachers to provide explanation for homework. Teachers to support with work online. Provision of Seesaw accounts for ease of blended learning. 	<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 Follow up calls to parents of pupils eligible for PP funding to discuss targets Monitor homework completion. 	HT	Ongoing in class

<p>G. Continue to develop growth Mind-set approach Provide nurture groups, or play therapy sessions where needed.</p>	<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 • Training • EEF materials to be used in staff meetings. 	<p>SENCO HT</p>	<p>Feb 2021</p>
<p>H. Improved opportunities for pupils to attend extra-curricular activities.</p>	<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 	<p>DHT HT</p>	<p>Feb 2021</p>
<p>Total budgeted cost</p>					<p>£15,000</p>

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 2021
Total budgeted cost				£200.00	
6. Additional detail					
Estimated total so far £85,200.00					

7. Review of expenditure 20/21 - Interim review Feb 2021			
Academic Year		2020-2021	
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)• 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. (NELI intervention)• Additional TA support in EYFS for intervention.• Staff model correct language at all times.		
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">• Additional development days with RW Inc trainer• Additional monitoring for consistency in teaching of early reading.• 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>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 – monitor this • 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>D. Develop reasoning skills in maths across all year groups.</p>	<ul style="list-style-type: none"> • Maths specialist and lead teacher to be non-class based to provide targeted support and CPD across the school. • 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. 		

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. 		
F. Increased parental engagement in homework and blended learning..	<ul style="list-style-type: none"> • Teachers to liaise with SENCO for support in engaging families. • Teachers to provide explanation for homework. • Teachers to support with work online. • Provision of Seesaw accounts for ease of blended learning. 		
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. 		

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 		
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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.		
		Quality of teaching for all = Targeted support = Additional approaches =	
		Total cost for three areas:	