

Pupil premium strategy statement 2018-19

1. Summary information					
School	Barford Primary School				
Academic Year	2018-19	Total PP budget	£13,849	Date of most recent PP Review	Oct 2018
Total number of pupils	102	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Apr 2019

2. Current outcomes – number of children in receipt of Pupil Premium funding is very low in each year group. For this reason, attainment and progress data for the end of each key stage is not included in this report as to include it would identify individual children. In-school data has been used to show the comparison			
<i>The data in the table below is current in-school data (end of Summer term 2018) and compares progress made by PP children with those not eligible since the end of their previous key stage. The progress is based on a value added system used by our in-school tracking tool, Pupil Asset – 0 is the benchmark value.</i>	<i>Pupils eligible for PP (13)</i>	<i>Pupils not eligible for PP (89)</i>	<i>National average</i>
% making sufficient progress in reading	-0.2	0	0
% making sufficient progress in writing	0	0.2	0
% making sufficient progress in maths	-0.3	-0.4	0

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.	Behaviour for learning demonstrates a lack of resilience and self-belief in order to be a successful learner.
B.	Lack of opportunities (time constraints) to embed learning and understanding.
C.	Pupils are unable to participate in extra-curricular activities and school excursions.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Frequency of support for learning coming from the home environment

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children show greater resilience and a more positive attitude towards their learning (through pupil voice feedback), leading to improved attainment and progress.	PP pupils show positive attitudes towards their learning in the classroom and exhibit a resilient attitude towards their learning when faced with challenges. Progress made, from earlier start points, is more in line with non-PP pupils than previously. The School Council play an active role in developing growth mind-set across the school.
B.	PP pupils are provided with further opportunities to embed and consolidate core skills across the curriculum which will lead to higher attainment and improved progress.	Opportunities are planned for and provided to ensure that PP children have further access to elements of the curriculum to develop their core skills in maths and English. Progress and attainment in core subjects shows an upward trend for these pupils over time. Clear entry and exit points will be recorded for extra support and will show progress has been made by individual pupils.
C.	PP children will have the opportunity to access and be involved in extra-curricular provision and participate in school trips, which will be reflected in participation levels.	A large percentage of the children eligible for PP will be involved in extra-curricular activities and school excursions. PP families will be made aware of the support available and feel able to access this voluntarily. The school will offer a wide range of extra-curricular activities, across the curriculum.
D.	Greater amount of support will come from the home environment in key learning areas such as reading and core mathematical skills, evidenced through parent/teacher dialogue and home/school relationships.	There is evidence of improved support from home to further develop understanding in reading and core mathematics skills. Home-school liaison improves, with greater parental engagement in school curriculum events.

5.Planned expenditure

Academic year

£13,849

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?
<p>A Children show greater resilience and a more positive attitude towards their learning, leading to improved attainment and progress.</p>	<p>Growth Mindset approach is implemented across the school.</p> <p>Nurture based provision is developed and a programme of support is planned and implemented across the school.</p>	<p>Strong evidence to support improved learning for children with growth mindset, compared with fixed (Dweck, 1988)</p> <p>Meta-cognition and self-regulation (as part of growth mindset) has been assessed as having a high impact for very low cost based on extensive evidence (Teaching and Learning Toolkit; EEF).</p>	<p>All teaching staff access training to develop understanding of the growth mindset approach in school.</p> <p>Assemblies and class-based activities to supplement the programme.</p> <p>Growth mindset language used and embedded across the school – evidence from pupil voice.</p> <p>The school 'buys into' a nurture approach and a key member of staff is assigned to lead this in school and to access core training which can then be cascaded to colleagues. Nurture has a high profile in the school and pupils are aware of their opportunity.</p> <p>School takes active part in the National Nurturing Schools programme (over 2 years) with audit tool to ascertain start point and accreditation to measure impact.</p>	<p>Head and Senior Teacher</p>	<p>Apr 2019</p> <p>£1,950</p>

<p>D Greater amount of support will come from the home environment in key learning areas such as reading and core mathematical skills.</p>	<p>School wide focus on parent support and expectations from home.</p> <p>Review and amendment of homework policy.</p> <p>Maths Mastery programme implemented across the school to support greater in depth learning of core maths skills.</p>	<p>Pupils who have a support and positive towards their learning at home make progress more readily than those that do not have this support.</p> <p>Evidence suggests that improved parental involvement (EEF) has a positive effect over time.</p> <p>Homework, if used to support learning in the classroom, can be effective and lead to improved attainment and progress, although evidence is minimal.</p> <p>NCETM supports the maths mastery approach (school is part of Cohort 2 – Government funded), providing opportunities for deeper understanding of key concepts in the subjects through a structured programme of study.</p>	<p>Expectations will be made clear regarding learning support at home.</p> <p>Focused, high value tasks will be given to PP children to support their understanding of key learning concepts.</p> <p>Maths Mastery programme will be introduced in Year 1/2 class and then cascaded up through KS2, with an emphasis on practice for deeper understanding and fluency– including resources.</p> <p>Staff training in this approach from Senior Teacher.</p> <p>Resources part-funded to support PP pupils engage with this approach.</p>	<p>Head Senior Teacher.</p>	<p>Feb 2018</p> <p>£2,300</p>
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Total budgeted cost **£4,250**

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?
<p>A Children show greater resilience and a more positive attitude towards their learning, leading to improved attainment and progress.</p>	<p>PP children are targeted for nurture based support either in small groups or 1:1 with a trained member of the school staff either in the classroom or as an intervention.</p> <p>Staff are trained to provide the necessary nurture based support.</p>	<p>Schools that have a recognised and strong nurture based approach develop the emotional wellbeing of their pupils with greater effect, by following the 6 principles of nurture (Lucas, Insley and Buckland; 2006)</p> <p>Experiences at our school over time have shown that by offering nurture support to specific children who are in need of socio-emotional development or emotional stability, self-confidence improves and belief in their own capabilities.</p> <p>EEF reports that providing support for social and emotional learning has moderate impact on the learner.</p>	<p>Boxall Profiling will be used to assess entry and exit points for those children involved in the support programmes.</p> <p>Staff trained to deliver programmes to support nurture.</p> <p>Pupil engagement in class and outcomes (attainment and progress) monitored.</p> <p>Review of need carried out through staff discussion on a half termly basis involving TA lead and SENDCO.</p> <p>Nurture Network accessed to provide support for the school in order to develop.</p>	<p>HLTA (Nurture) SENDCO Head</p>	<p>Apr 2019</p> <p>£2,000</p>

<p>B PP pupils are provided with further opportunities to embed and consolidate core skills across the curriculum</p>	<p>Identified pupils will be supported in their learning either within the class base as part of a main lesson or in small groups or 1:1 outside of the classroom. Support will focus on core subjects and their key skills including phonic knowledge, reading support and mathematical number sense.</p>	<p>EEF states that phonics approaches have consistently been found to be effective in supporting learners develop their reading skills. Small group tuition with trained and qualified staff has been shown to be effective. Allowing children who are finding self-confidence and</p>	<p>Trained staff are employed to deliver specific interventions to PP children and others as part of group support. Relevant training is provided at cost to the school. TA and SENDCO along with SLT discuss impact and adjust need accordingly – pupil progress meetings. Outcome is explored through regular lesson drop-ins.</p>		<p>£6750</p>
Total budgeted cost					£8,750
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?
<p>C PP children will have the opportunity to access and be involved in extra-curricular provision and participate fully in school trips.</p>	<p>SLT ensure that there is a wide variety of opportunities for enrichment beyond the curriculum. PP families are supported financially to allow participation in activities/events.</p>	<p>Evidence confirms that outdoor adventure experiences benefit learning and self-confidence (EEF). Experience of sporting activities can also have a positive effect on learning in children. PP children will also feel fully included in all aspects of school life and will not be marginalised due to their personal circumstances.</p>	<p>SLT will ensure that there are a range of varied opportunities for children to experience activities and events beyond the in-school curriculum. Evidenced by diary and pupil voice. Residential trips are offered to children in KS2 – majority funded by PP allocated money. Before and after-school provision is also fully funded for children in receipt of the PP funding (if required).</p>	<p>Head and Senior Teacher</p>	<p>Apr 2019</p>
Total budgeted cost					£2,500