

Barlows Primary School Pupil Premium Strategy 2016-2017

Barlows Primary School recognises that all pupils, regardless of background, should have equal access to a curriculum which will enable them to reach their full potential.

Who is entitled to the Pupil premium?

The Pupil Premium is allocated to schools based upon the number of pupils from socially disadvantaged families who are currently known to be eligible for free school meals or have been eligible over the last six years. It also includes the number of pupils who have been looked after continuously for more than six months. The funding is provided for the specific purpose of increasing the attainment and progress of these groups of pupils. An additional premium is provided based upon the number of pupils who have a parent working for the armed services. This service premium is designed to address the emotional and social well-being of these pupils.

Allocation of Pupil Premium Funding:

Below is a table that illustrates the allocation of Pupil Premium Funding and the amounts for each category of Pupil Premium child:

Disadvantaged (FSM)	£1,320.00 per child
Disadvantaged (CLA)	£1,900.00 per child
Ever 6	£1,320.00 per child
Service Pupils	£300.00 per child
Premium Plus	£1,900.00 per child

Objectives:

Our key objective in using the Pupil Premium Grant is to diminish the difference between pupil groups. As a school we aim high in ensuring that pupils make good progress. However, historically levels of attainment are lower for FSM pupils (those eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. Some pupils start school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

Our plan is to provide interventions which predominantly focus on improving feedback, developing skills and knowledge which can be self-regulated whilst increasing parental engagement. In addition to this we will focus on early intervention, increasing intervention provision in lower KS2 and KS1. We will also establish a post of responsibility for developing pupils as leaders, with the aim of supporting pupils in taking more responsibility for their own learning and helping them to plan, monitor and evaluate their learning. Some of the areas that pupils can develop as leaders in Barlows Primary School include:

Pupils as Leaders in Barlows:	
Playtime Buddies	School Council
Play Leaders	Eco Committee
Spanish Leaders	International Schools Committee
Reading Advocates	Fairtrade Committee
Maths Champions	Healthy Schools Committee
Y6 House Captains	Travel Plan Committee
Monitor responsibilities	Enterprise Committee
Celebration Assembly Leaders	After School Club Committee
Attendance Leaders	Allotment Committee
Library Monitors	Enterprise Committee

Priorities

At Barlows Primary School, our priority is to diminish the difference for the most vulnerable pupils not on track to achieve nationally expected outcomes for their current Key Stage. The governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM. The governors reserve their right to allocate the pupil premium to support any pupils or groups of pupils the school has legitimately recognised as being socially disadvantaged.

The Headteacher will maintain an ongoing programme of support for socially disadvantaged pupils which will be subject to the oversight of the Curriculum Committee. Termly progress meetings will enable the governors to monitor the impact of our strategies to diminish the difference i.e. what is currently being achieved and what could potentially be achieved. This may include measures to raise self esteem, broaden horizons and opportunities for experiences that would otherwise have been unavailable to them.

Provision

The range of provision governors may consider making to support Pupil Premium pupils may include:

- Additional teaching and learning opportunities that would be provided through experienced Teaching Assistants. This will focus on diminishing the difference for learning (SEN Provision Map and Intervention Grid)
- Additional support for identified pupils with an experienced external teacher.
- Supporting Pupil Premium pupils so that acceleration of learning is achieved. This will allow a higher percentage of pupils to make the expected level of progress or exceed the expected level of progress. .
- Provide a range of resources that will eliminate barriers to pupils' learning and progress.

Success criteria:

The success of this Pupil Premium Strategy will be measured against the following criteria:

- Whether the needs of socially disadvantaged pupils are identified and the appropriate support is implemented at the earliest opportunity.
- The vast majority of socially disadvantaged pupils will meet their individual targets and expected levels of progress.
- By having a whole school approach where all pupils are supported.
- Through the creation of a positive school atmosphere in which pupils' differences are recognised and all pupils are valued as members of the school community.
- Through the development of confident and independent learners.

Reporting:

It will be the responsibility of the Headteacher, to produce regular reports for the Governors and present these fully to the Curriculum Committee on:

- The progress made towards diminishing the difference, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared to other forms of support.

Responsive Spends:

The school acknowledges that at times there may need to be responsive spends for particular Pupil Premium Pupils. This may arise from Looked After Pupils Personal Education Review meetings or a change in support needed in an identified area. This responsive spend will be included in the total spend for each academic year.

It is school policy and Local Authority recommended best practice, to keep some of the overall total Pupil Premium allocation, in any given year in reserve to support responsive spends.

It will be the responsibility of the Chairperson of the Curriculum Committee that this information is known to the full governing body.

The governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'diminishing the difference'. This task will be carried out within the requirements published by the Department for Education.



Barlows Primary Pupil Premium Strategy Statement 2016-2017

1. Summary Information					
School	Barlows Primary School				
Academic Year	2016/17	Total PP budget	£84,480*	Date of most recent PP Review	N/a
Total number of pupils	480 (January Census)	Number of pupils eligible for PP	58	Date for next internal review of this strategy	Jan 2017

* This does not include CLA and Service Children. It does not include the Early Years PP

2. Current attainment		
Current Attainment: End of EYFS (2015-2016)	<i>Pupils eligible for PP (at Barlows)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Good Level of Development	50%	72%
% achieving at least expected in all 17 ELGs	50%	72%
Average Point Score	34.8	37.8
Current Attainment: End of KS1 (2015-2016)		
% achieving expected standard in Reading	67%	78%
% achieving expected standard in Writing	58%	70%
% achieving expected standard in Mathematics	75%	77%
Current Attainment: End of KS2 (2015-2016)		
% achieving expected standard in Reading	30%	71%
% achieving expected standard in Writing	60%	79%
% achieving expected standard in Mathematics	60%	75%
% achieving expected standard in Reading, Writing, Mathematics Combined	20%	60%

1. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Low reading skills (including early phonics and comprehension skills) impacts on access and progress across the curriculum. This includes the development in oral language skills in Reception. This impacts on reading in subsequent years.
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1 and 2. This prevents sustained high achievement in Key Stage 2.
C.	Comprehension and reasoning skills in maths.
D.	Behaviour / Learning behaviour
External barriers (<i>issues which also require action outside school</i>)	
E.	Attendance and Punctuality. Attendance rates for pupils eligible for PP are 92.13% (below the school target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
F.	Pupil engagement with homework and home school reading.
G.	Access to opportunities including visits, residential trips, life skills which impacts on pupils' self esteem, confidence, social, emotional and mental health.

2. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve reading fluency and comprehension strategies.	Pupils eligible for PP make as much progress as non PP pupils across Key Stage 1 and 2 in Reading. School pupils eligible for PP achieve in line with non PP pupils nationally at Key Stage 1 and 2 in Reading. Measured through end of Key Stage assessments.
B.	Improve writing skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
C.	Improve PP writing skills including spelling.	Pupils eligible for PP make as much progress as non PP pupils across Key Stage 1 and 2 in Writing. School pupils eligible for PP achieve in line with non PP pupils nationally at Key Stage 1 and 2 in Writing. Measured through end of Key Stage assessments / moderated work.
D.	Improve basic skills and reasoning skills in Mathematics.	Pupils eligible for PP make as much progress as non PP pupils across Key Stage 1 and 2 in Mathematics. School pupils eligible for PP achieve in line with non PP pupils nationally at Key Stage 1 and 2 in Mathematics. Measured through end of Key Stage assessments.
E.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
F.	Behavioural, social and emotional needs addressed.	Fewer behaviour incidents recorded for these pupils.
G.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP from 43% (25 out of 58), 2015-2016. Overall PP attendance improves from 92.1% to 96% in line with school target. (Non PP pupils' attendance for 2015-2016 was 81.9%)
H.	All PP pupils supported to engage in a wide range of enrichment opportunities through financial support and resources to access these.	All PP pupils attended trips. Visits and WOW experiences through funded places in order to broaden experiences and improve attainment and progress through first hand experiences.

3. 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.

N.B. EEF = Education Endowment Fund

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?
Improve PP writing skills including spelling.	<p>RTI – In Class whole school approach (Paired Cued Spelling)</p> <p>Staff training on RTI interventions.</p> <p>Implementation of the Paired Cued Spelling Response to Intervention (RTI) strategy in class.</p>	<p>Spelling Assessments indicate that PP pupils do not achieve as well as Non PP pupils in Spelling.</p> <p>In the 2016 KS2 English Grammar Punctuation and Spelling Test, there was a 20% difference between PP and Non PP pupils. Question Level Analysis of assessments identifies Spelling as an area for improvement.</p> <p>Paired Cued Spelling is a 'peer tutoring' strategy. The EEF suggest there is some evidence that children from disadvantaged backgrounds and low attaining pupils make the best gains from peer tutoring strategies.</p>	<p>Staff Training Provided by partner school who have implemented the strategy successfully.</p> <p>Weekly and half termly spelling assessments used to monitor progress.</p> <p>Premium Lead will analyse data from pupil tracking to identify gaps.</p> <p>Lesson Observations and pupil progress meetings will be undertaken as part of monitoring procedures.</p>	<p>Pupil Premium Lead</p> <p>Data Manager/ DHT</p>	Half termly starting February 2017
Improve reading fluency and comprehension strategies.	<p>RTI – In Class whole school approach (Repeated Reading)</p> <p>Staff training on RTI interventions.</p> <p>Implementation of the Repeated Reading Response to Intervention (RTI) strategy in class.</p>	<p>The 'Repeated Reading' strategy supports the development of reading fluency and comprehension.</p> <p>In 2016 the % of PP pupils who achieved expected or above at KS1 was 67% and at KS2 was 30% in Reading.</p> <p>The EEF state that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p> <p>Repeated Reading is an RTI strategy which targets comprehension and reading fluency.</p>	<p>Staff Training Provided by partner school who have implemented the strategy successfully.</p> <p>Half termly reading assessments used to monitor progress including PM Benchmark.</p> <p>Premium Lead will analyse data from pupil tracking to identify gaps.</p> <p>Lesson Observations and pupil progress meetings will be undertaken as part of monitoring procedures.</p>	<p>PP Lead</p> <p>PP Coordinator</p> <p>Data Manager/ DHT</p>	Half termly starting February 2017

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>All PP pupils supported to engage in a wide range of enrichment opportunities through financial support and resources to access these.</p>	<p>Access to high quality music lessons. Every pupil will learn to play an instrument through access to music lessons from specialist teachers. this includes:</p> <p>Percussion : Rec & Y1 Recorder: Y2 & Y3 Violin, Viola & Cello : Y4, Y5, Y6</p>	<p>We want to invest some of the PP in high quality music lessons from specialist teachers. We believe this will help develop pupils' concentration and listening skills.</p> <p>Furthermore, we believe this will broaden pupils' curriculum talents, offering an opportunity to raise</p> <p>The EEF notes that there is some evidence between music and spatial awareness. Developing pupils' spatial awareness may impact on handwriting.</p> <p>Through being provided the opportunity to learn a musical instrument, Y4 pupils will be able to apply for the Discovery Arts Award, raising self esteem through their achievements.</p>	<p>Termly monitoring of progress through assessment of recordings taken at eth start and end of each half term.</p> <p>Pupil engagement during 'optional Year' in Year 6.</p> <p>Monitoring of handwriting as an additional outcome.</p>	<p>Music Coordinator</p> <p>Class teachers</p>	<p>Half termly</p>
<p>Improve PP writing skills including spelling.</p>	<p>Improved progress for high attaining pupils</p> <p>CPD on Writing Immersion Strategies to challenge more able pupils.</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing.</p> <p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train relevant teachers in practices to provide stretch and encouragement for these pupils through immersion into texts training across genres. This accessed through an SLA</p>	<p>Course selected using evidence of effectiveness.</p> <p>Use INSET days to deliver training.</p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment).</p>	<p>English lead</p> <p>PP Lead</p>	<p>Jan 2017</p>
Total budgeted cost					<p>£2700</p>

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?
<p>Improve PP writing skills including spelling.</p> <p>Improve reading fluency and comprehension strategies.</p>	<p>RTI – Group additional support. Initially to include:</p> <ul style="list-style-type: none"> - Paired Cued Spelling - Repeated Reading <p>Staff training on RTI interventions.</p> <p>Implementation of the Paired Cued Spelling Response to Intervention (RTI) strategy before the school day and during afternoon sessions. Two Learning Support Assistants will deliver Response to Intervention, before school to Y5 pupils and during school to Year 2 pupils.</p> <p>Use of Reading Assessments.</p>	<p>In the 2016 KS2 English Grammar Punctuation and Spelling Test, there was a 20% difference between PP and Non PP pupils. Question Level Analysis of assessments identifies Spelling as an area for improvement.</p> <p>Paired Cued Spelling is a 'peer tutoring' strategy. The EEF suggest there is some evidence that children from disadvantaged backgrounds and low attaining pupils make the best gains from peer tutoring strategies.</p> <p>The 'Repeated Reading' strategy supports the development of reading fluency and comprehension.</p> <p>In 2016 the % of PP pupils who achieved expected or above at KS1 was 67% and at KS2 was 30% in Reading.</p> <p>The EEF state that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p> <p>Repeated Reading is an RTI strategy which targets comprehension and reading fluency.</p>	<p>Staff Training Provided by partner school who have implemented the strategy successfully.</p> <p>Weekly and half termly spelling assessments used to monitor progress.</p> <p>Premium Lead will analyse data from pupil tracking to identify gaps.</p> <p>Lesson Observations and pupil progress meetings will be undertaken as part of monitoring procedures.</p> <p>Half termly reading assessments used to monitor progress including PM Benchmark.</p>	<p>PP Lead</p> <p>PP Coordinator</p> <p>Data Manager/ DHT</p>	<p>Half termly</p>

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?
Improve reading fluency and comprehension strategies.	<p>Catch Up Literacy Intervention</p> <p>2 x staff trained in Catch Up Literacy Intervention who will deliver the programme and train subsequent staff in Years 2-6.</p> <p>Purchase of Catch Up Literacy Resources to support Programme delivery</p>	<p>Catch Up Literacy is a one to one intervention programme for learners who find reading difficult.</p> <p>The EEF indicate that one to one tuition strategies (including using a structured programme) can be effective, on average accelerating learning by approximately five additional months' progress. Tuition should be additional.</p>	<p>Staff Training Provided by partner school who have implemented the strategy successfully.</p> <p>Half termly reading assessments used to monitor progress including PM Benchmark.</p> <p>Premium Lead will analyse data from pupil tracking to identify gaps.</p> <p>Intervention Observations and pupil progress meetings will be undertaken as part of monitoring procedures.</p>	<p>PP Lead</p> <p>PP Coordinator</p> <p>Data Manager/ DHT</p>	Half termly
Improve reading fluency and comprehension strategies.	<p>Provide targeted reading intervention (Lexia) to specific PP pupils.</p> <p>1 x allocated Learning Support assistant to deliver Lexia</p>	<p>Lexia is a targeted differentiated literacy support programme for pupils which supports the development of reading targeting skill gaps as they emerge.</p> <p>The use of Lexia with a designated Learning Support Assistant affords pupils to receive responsive supported tuition in reading.</p>	<p>Timetabled sessions during the afternoon. sessions. Weekly rota to avoid pupils being out of class for the same lesson each week thus reducing impact on other subjects.</p> <p>Equipment allocated for session.</p> <p>Progress monitored via Lexia Assessment Reports and shared with class teachers and PP Lead and Coordinator.</p>	<p>PP Lead</p> <p>PP Coordinator</p> <p>Lexia Support Staff</p> <p>Data Manager/ DHT</p>	
Improve basic skills and reasoning skills in Mathematics.	<p>Provide targeted mathematics intervention (Numicon) to specific PP pupils.</p> <p>2 x allocated Learning Support assistants to deliver Numicon</p>	<p>Numicon is a multisensory teaching resource designed to develop pupils' fluency, reasoning and problem solving approaches.</p> <p>The use of Numicon will aid the development of pupils' fluency reasoning and problem solving approaches through a kinaesthetic approach.</p>	<p>Staff refresher training.</p> <p>Termly progress meetings with AHT.</p> <p>Half termly assessments provide QLA to support identification of target areas.</p> <p>Observed practice.</p>	<p>PP Lead</p> <p>PP Coordinator</p> <p>Data Manager/ DHT</p>	

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?
Behavioural, social and emotional needs addressed.	Learning Support Assistant to provide one to one and small group support centred on attitudes to learning and attention.	EYFS & KS1 Learning Support Assistant appointed to work with specific pupils in need of support. Attention and focus strategies to be deployed and supported through LSA. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	Support timetable. Consistent approaches within classroom, across the year group, phase and school. Clear boundaries set out. Behaviour charts (as applicable).	PP Lead PP Coordinator Class Teacher Phase Manager	Termly
Improve writing skills for pupils eligible for PP in Reception class.	Time to Talk intervention delivered by Level 3 LSA.	Time to Talk intervention improves speech and language through structured approaches. This will support pupils in gathering and developing their writing ideas verbally in order to process these into written form.	Allocated time on timetable for Level 3 LSA to deliver. Consistent approach across intervention and class work. Clear pupil identification process.	PP Lead PP Coordinator Class Teacher Phase Manager	Termly
Behavioural, social and emotional needs addressed including pupils with SEND.	Targeted support from the school Inclusion Manager to include support for social, emotional and mental wellbeing through play therapy sessions, family support and social stories across Rec to Year 6. Support for pupils' families from Inclusion Manager who can signpost to additional support agencies.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. Behaviour modification strategies, emotional and social support can support pupils' mental wellbeing. Pupils who can manage their behaviours and understand their 'triggers' can learn to approach tasks with focus, attention and a positive growth mindset.	Timetabled support from Inclusion Manager including drop in sessions for parents and carers. Sessions for parents and carers provide opportunities to embed a shared home school approach to enable pupils in need of support. Pupil Provision Maps track support received and impact, supporting the identification of next steps.	PP Lead Inclusion Manager SENDCO	Termly
Total budgeted cost					£48,365

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?
D. Increased attendance rates (Individuals exceed school target of 96%)	Admin support worker employed to monitor pupils and follow up quickly on absences as part of the schools' First day response provision. Hold three 'Attendance Matters' weeks 'Outstanding and Improved Attendance' reward postcards 'Here on time' initiative.	Pupils need to attend school in order for school to provide the relevant support and strategies to improve attainment for pupils. The attendance for school PP pupils in 2015-2016 was 92.1% (below school, target of 96%) compared with school non PP pupils for 2015-2016, which was 81.9%. Highlighting, promoting and rewarding outstanding and improving attendance will encourage increased participation in attendance and punctuality initiatives. We hope this will impact positively on attendance and punctuality. Attendance postcards home engage families in positive outcomes as they receive rewards through the post to the home address. The NfER briefing for school leaders identifies addressing attendance as a key step in pupil progress and attainment.	Thorough briefing of admin assistant regarding existing absence issues. PP coordinator, Attendance Coordinator, EWO Admin and SLT will collaborate to ensure school processes work smoothly together to target attendance issues. Weekly attendance monitoring sessions (EWO. Admin & Attendance Coordinator) Consistent approach to incentives and rewards for outstanding and improved attendance across the school. Whole school shared approach and shared responsibility for improving attendance through Attendance Matters Weeks.	Pupil Premium Coordinator Attendance Coordinator	Weekly attendance monitoring Termly evaluation of strategies.
Increase access and opportunity to develop valuable life skills (swimming) (developing confidence in water and increasing the no. of pupils able to swim 25 meters by the end of Y6)	Pupils in Y3-6 will undertake a seven week programme of swimming. Additional Top up swimming sessions provided in order to meet the 25 metre target distance by the end of Year 6.	At the end of 2015-2016, 97% of pupils leaving Year 6 were able to swim 25 metres on their front and back, The aim is to increase this percentage so that 100% of pupils leave Barlows at the end of Year 6, being able to swim 25 meters on their front and back.	PE Coordinator to monitor pupil progress and identify pupils for additional top up sessions. Top up swimming programme monitored.	Pupil premium Coordinator PE Coordinator	At the end of each block (7 weeks)
All PP pupils supported to engage in a wide range of enrichment opportunities through financial support and resources to access these.	Outdoor adventurous learning opportunities through attendance at residential visits (Year 4 and Year 6)	Ensures PP pupils are not disadvantaged by a lively and engaging curriculum which incorporates trips and visits to enhance first hand experiences. PP pupils have equal access to outdoor adventurous activities including residential owing to funded places.	PP Lead and PP Coordinator will monitor access and participation in visits. Staff will ensure PP pupils receive a letter advising trips / visits are funded to ensure PP pupils can access the same learning experiences as Non PP pupils.	PP Lead PP Coordinator Bursar	December 2016 March 2017 June 2017

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?
All PP pupils supported to engage in a wide range of enrichment opportunities through financial support and resources to access these.	Provide funding for PP pupils to attend all educational visits and workshops including Junior Chef, History workshops and theatre productions (at least 3 WOW experiences per year)	<p>Provides disadvantaged pupils with educational experiences outside the classroom to engage them with their learning and to add breadth and balance to their curriculum.</p> <p>Ensures PP pupils are not disadvantaged by a lively and engaging curriculum which incorporates trips and visits to enhance first hand experiences.</p> <p>Curriculum trips and visits are carefully planned in line with the school curriculum. Class work links closely with visits in order to enhance attainment back in the classroom.</p>	<p>PP Lead and PP Coordinator will monitor access and participation in visits.</p> <p>Staff will ensure PP pupils receive a letter advising trips / visits are funded to ensure PP pupils can access the same learning experiences as Non PP pupils.</p>	<p>PP Lead</p> <p>PP Coordinator</p> <p>Bursar</p>	<p>December 2016</p> <p>March 2017</p> <p>June 2017</p>
All PP pupils supported to engage in a wide range of enrichment opportunities through financial support and resources to access these.	Provide opportunities for PP pupils to attend a range of After School Activities to enhance their curriculum experiences and pursue a range of interests.	<p>We hope that by providing PP pupils with opportunities to attend a range of After School Activities to enhance their curriculum experiences and peruse a range of interests, this will impact positively on pupil self esteem, engagement and motivation.</p> <p>During 2015-2016 the % of PP pupils who accessed After School Activities was: Autumn 1 = 78% Autumn 2 = 66% Spring 1 = 71% Spring 2 = 47% Summer 1 = 62% Summer 2 = 79%</p> <p>We aim to increase the percentage of pupils accessing After School Activities in order to provide them with a rich source of extracurricular activities to impact positively on self esteem, motivation and engagement with school life.</p>	The After School Activity Coordinator and PP Coordinator will ensure PP families are aware of the offer available to them, monitor uptake and involvement.	<p>PP lead</p> <p>PP Coordinator</p> <p>After School Activities Coordinator</p>	<p>December 2016</p> <p>March 2017</p> <p>June 2017</p>

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?
Behavioural, social and emotional needs addressed.	Five Learning Support Assistants identified to support social, emotional and pastoral needs of specific pupils. This will be needs driven and includes intervention support, play therapy strategies, supported learning and group work.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. Behaviour modification strategies, emotional and social support can support pupils' mental wellbeing. Pupils who can manage their behaviours and understand their 'triggers' can learn to approach tasks with focus, attention and a positive growth mindset.	Timetabled support including Circle of Friends, Play therapy, and supported play during continuous provision and playtimes. Pupil provision maps track pupil progress and support in addition to supporting the identification of next steps.	SENDCO PP Lead PP Coordinator Inclusion Manager	Termly
All PP pupils supported to engage in a wide range of enrichment opportunities through financial support and resources to access these.	Partial payment for updated iPads in order to deliver Lexia and other curriculum activities	Updated iPads ensure pupils can assess learning activities such as Lexia via portable devices ensuring learning is not interrupted. Pupils benefit from updated iOS which allows the teacher to direct pupils to apps and share individual achievements remotely. Being able to share pupils' achievements using iPads instantly, enables pupils to receive instant feedback and praise for their achievement and effort with technology based learning activities. This in turn will increase pupil engagement and motivation. The EEF identify that effective feedback impacts positively on learning.	Access to iPads through iPad diary Learning journals and/ or work created using digital technology. Pupil engagement and motivation observation opportunities. Clear staff training programme with clearly established goals.	Computing Coordinator Deputy Head PP Coordinator PP Lead	Termly
Total budgeted cost					£33,415

4. Review of expenditure

Previous Academic Year

Pupil Premium Funding 2015-2016: £73,980
 £92,180 which included £18,200 for the Assessment Centre. The Assessment Centre Money was transferred to Millstead in Summer 1 2016.
 Leaving a balance of £73,980

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																																				
<p>Pupils to be provided with opportunities to be supported in a range of English interventions support and resources to increase the percentage of pupils achieving the expected level of progress in Reading, Writing and EGPS, compared to school Non-Pupil Premium pupils and the national average of Non-Pupil Premium pupils.</p>	<p>Targeted pupils received intervention strategies directed by the teacher and led by a Teaching Assistant that supported knowledge, understanding, learning and application to basic skills. These interventions were provided for pupils in Year 3, Year 4 and Year 5.</p>	<p>The table below indicates the percentage of Pupil Premium pupils compared with Non-Pupil Premium pupils in each cohort in school, who were working at the expected level at the end of year 3, 4 and 5 in Reading and Spelling.</p> <table border="1" data-bbox="786 501 1480 930"> <thead> <tr> <th>Year 3</th> <th>Pupil Premium (School)</th> <th>Non Pupil Premium (School)</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>33%</td> <td>3%</td> </tr> <tr> <td>Spelling</td> <td>56%</td> <td>50%</td> <td>6%</td> </tr> <tr> <th>Year 4</th> <th>Pupil Premium (School)</th> <th>Non Pupil Premium (School)</th> <th>Difference</th> </tr> <tr> <td>Reading</td> <td>44%</td> <td>29%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>40%</td> <td>36%</td> <td>4%</td> </tr> <tr> <th>Year 5</th> <th>Pupil Premium (School)</th> <th>Non Pupil Premium (School)</th> <th>Difference</th> </tr> <tr> <td>Reading</td> <td>44%</td> <td>40%</td> <td>4%</td> </tr> <tr> <td>Spelling</td> <td>44%</td> <td>40%</td> <td>4%</td> </tr> </tbody> </table> <p>(NFER 2015-2016 end of year test data) N.B. As this was the first year without Levels at the end of KS2, historical comparison has not been included in this report.</p> <p>Non Pupil Premium pupils performed better than Pupil Premium Pupils in Reading and Spelling in Y3, Y4 and Y5.</p>	Year 3	Pupil Premium (School)	Non Pupil Premium (School)	Difference	Reading	35%	33%	3%	Spelling	56%	50%	6%	Year 4	Pupil Premium (School)	Non Pupil Premium (School)	Difference	Reading	44%	29%	15%	Spelling	40%	36%	4%	Year 5	Pupil Premium (School)	Non Pupil Premium (School)	Difference	Reading	44%	40%	4%	Spelling	44%	40%	4%	<p>Interventions for targeted pupils will continue with a specific focus of introducing the 'Response To Interventions' activities.</p>	<p>£6,700</p>
Year 3	Pupil Premium (School)	Non Pupil Premium (School)	Difference																																					
Reading	35%	33%	3%																																					
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Year 5	Pupil Premium (School)	Non Pupil Premium (School)	Difference																																					
Reading	44%	40%	4%																																					
Spelling	44%	40%	4%																																					
<p>I.T Resources to be supplied to support, motivate and develop skills in Reading and Writing.</p>	<p>Pupils had access to a bank of resources that supported, motivated and developed basis skills in Reading and Writing. Pupils were also provided with challenge opportunities through: Puzzles Games iPads, Computers Work stations.</p>	<p>Pupils had access to a range of different IT Resources that enabled them to develop the skills in reading and writing. This included access to iPads, Purple Mash and other online resources.</p> <p>In 2015-2016, 58% of Y2 Pupil Premium Pupils were working at the expected level in Reading at the end of KS1. 67% of Y2 Pupil Premium Pupils were working at the expected level in Writing at the end of KS1.</p> <p>In 2015-2016, 30% of Y6 Pupil Premium Pupils were working at the expected level in Reading at the end of KS 2. 60% of Y6 Pupil Premium Pupils were working at the expected level in</p>	<p>If it is identified that specific IT resources to support, motivate and enhance the learning of the pupils are needed, consideration will be taken and discussed during SLT meetings. Possible access to responsive spending budget would be considered if additional funding is needed.</p>	<p>£16,000</p>																																				

Writing at the end of KS2.

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
Targeted pupils to receive One-to-One Reading interventions.	Specific Pupils in Year 5 and 6 received individual or small group reading support for an hour per week). Followed by Reading activities.	<p>In 2015-2016, 63% of Year 5 Pupil Premium pupils were working at the expected level in Reading at the end of Year 5. This is a difference of 22% when compared to Non-Pupil Premium pupils in the cohort.</p> <p>30% of Year 6 Pupil Premium pupils were working at the expected level in Reading at the end of Y6. This is a difference of 33% when compared to Non-Pupil Premium pupils in the cohort.</p> <p>N.B Data compared to Non- Pupil Premium Pupils within school not to national averages.</p>	Targeted One-to-One support to continue for specific pupils identified using the school pupil tracking data.	£3,500
Targeted pupils to receive Phonics Intervention in order to raise phonological awareness and to prepare Year 1 pupils for the Phonics Screening Test.	Specific pupils in Years 1-5 built upon knowledge, understanding and awareness of letters and sounds. Lexia was used as an additional online resource to help pupils secure their knowledge of phonics.	<p>The percentage of Y1 Pupil Premium pupils who passed the Year 1 phonics screening was 80%. (8 pupils who were Pupil Premium passed) in Year 1.</p> <p>The percentage of Y2 Pupil Premium pupils who passed the Phonics screening was 100%. (2 pupils who were Pupil Premium passed.)</p>	<p>Year 1 and Year 2 pupils to continue to receive phonic intervention and group teaching in preparation for the Phonics Screening. The aim is for a higher percentage of Pupil Premium pupils to pass the Year 1 Phonics Screening.</p> <p>Year 3 and Year 4 pupils will continue to use Lexia phonics as a form of intervention for specific pupils identified from the school pupil tracking data, who needs support in this area.</p>	£9,700
Talking Maths intervention to be implemented. This will provide additional support to identified pupils who need in Maths.	Daily Maths interventions were provided for identified pupils. The programme supported pupils in Year 3 and 4. The support focused upon children solving Maths problems and developing their basic skills. Training was also provided for key members of support staff in Y3 and Y4.	<p>In 2015-2016, 50% of Y3 Pupil Premium pupils were working at the expected level in Maths at the end of Y3. This is a difference of 27% compared to Non-Pupil Premium pupils in the cohort.</p> <p>29% of Y4 Pupil Premium pupils were working at the expected level in Maths at the end of Y4. This is a difference of 57% compared to Non-Pupil Premium pupils in the cohort.</p> <p>N.B Data compared to Non- Pupil Premium Pupils within school.</p>	Continue to implement Talking Maths intervention with specific pupils who need Maths support in year 3 and 4.	£1,500

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																								
Implement additional support to identified pupils in Maths through a range of Maths interventions and resources.	Specific intervention strategies directed by teacher and led by TA were implemented to pupils. These interventions focused upon the acquisition of knowledge, increasing understanding and application of basic skills.	<p>The table below indicates the percentage of Pupil Premium pupils compared with Non-Pupil Premium pupils in each cohort in school, who were working at the expected level at the end of year 3, 4 and 5 in Maths.</p> <table border="1" data-bbox="788 351 1482 609"> <thead> <tr> <th>Year 3</th> <th>Pupil Premium</th> <th>Non Pupil Premium</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>17%</td> <td>31%</td> <td>14%</td> </tr> <tr> <th>Year 4</th> <th>Pupil Premium</th> <th>Non Pupil Premium</th> <th>Difference</th> </tr> <tr> <td>Maths</td> <td>14%</td> <td>31%</td> <td>17%</td> </tr> <tr> <th>Year 5</th> <th>Pupil Premium</th> <th>Non Pupil Premium</th> <th>Difference</th> </tr> <tr> <td>Maths</td> <td>30%</td> <td>32%</td> <td>2%</td> </tr> </tbody> </table> <p>(NFER 2015-2016 end of year test data used)</p> <p>Non Pupil Premium pupils performed better than Pupil Premium Pupils in Maths in Y3, Y4 and Y5.</p>	Year 3	Pupil Premium	Non Pupil Premium	Difference	Maths	17%	31%	14%	Year 4	Pupil Premium	Non Pupil Premium	Difference	Maths	14%	31%	17%	Year 5	Pupil Premium	Non Pupil Premium	Difference	Maths	30%	32%	2%	Continue to implement bespoke interventions to specific pupils who need Maths support in years 3-5.	£3,000
Year 3	Pupil Premium	Non Pupil Premium	Difference																									
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Implement Success at Arithmetic, to identified pupils in Year 6 to support knowledge, understanding and application of mathematical skills.	'Success at Arithmetic' intervention strategies were directed by teacher and led by TA. Year 6 pupils.	<p>In 2015-2016, 60% of Pupil Premium pupils in Y6 were working at the expected level at the end of Y6. This is a difference of 16% compared to Non-Pupil Premium pupils in the cohort.</p> <p>N.B Data compared to Non- Pupil Premium Pupils within school not to national averages.</p>	Continue to implement Success at Arithmetic interventions to specific pupils who need Maths support in year 6.	£900																								
Continue to use Numicon, Numbers Count, plus resources to identified pupils who need specific Maths support.	Numicon intervention strategies were directed by teacher and led by TA. These interventions focused upon the acquisition of knowledge, increasing understanding and application of basic skills to Y1 and Y2 pupils. Key staff delivering interventions received training for the delivery of Maths interventions.	<p>In 2015-2016, 64% of Pupil Premium pupils in Y1 were working at the expected level by the end of Y1. This is a difference of 15% compared to Non-Pupil Premium pupils in the cohort.</p> <p>75% of Pupil Premium pupils in Y2 were working at the expected level by the end of Y2. This is a difference of 5% compared to Non-Pupil Premium pupils in the cohort.</p> <p>N.B Data compared to Non- Pupil Premium Pupils within school not to national averages.</p>	Continue to implement NUMICON and Numbers Count interventions to specific pupils who need Maths support in year1 and year2.	£1,600																								

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
Employ One to One Teaching Assistant support for specific pupils who have complex needs and need intensive support in order to access the National Curriculum.	A member of staff was employed to support two pupils who have complex needs.	The two pupils who have been supported have demonstrated better communication skills and they are accessing more of their curriculum. Having the additional One to One support allows other Teaching Assistants to carry out interventions with those pupils who require it.	Continue to employ Teaching Assistant to support the two pupils. Look at possible training opportunities for that Teaching Assistant to further manage the range of complex needs of these two pupils.	£8,733

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
Maintain progress for high ability pupils over summer.	Summer school programme for high ability PP pupils.	Medium-low: positive impact for students who attended but many did not. Success criteria: not met.	Next year we will try to provide more intensive after-school support, with parental engagement to encourage attendance.	£1260 per pupil for 21 pupils. £26,460.
School to subsidise all Residential Trips for Y4, Y5 and Y6 Pupil Premium pupils.	Colomendy and Barnstondale residential trips were subsidised for targeted groups of children in Year 4-6.	100% of Pupil Premium children attended the residential trips to Barnstondale and Colomendy. During these residential trips pupils developed their independence; self esteem and team building skills.	School to subsidise Year 6 Colomendy residential trip and Year 4 Adventure day and Barlows Sleepover.	£4,800
School to subsidise all day trips and educational visits for Pupil Premium pupils.	School subsidised the total cost of day trips, educational visits and in school Wow experiences. The school also subsidised part of each visit for every child.	100% of all children received a 25% subsidy towards each day trip, educational visit and Wow experience. 100% of Pupil Premium children received a 100% subsidy for each day trip, educational visit and Wow experience. The school also provided financial support to some families who at a specific time indicated to the Head Teacher that they were having some financial difficulties. At these times, the school subsidised 100% of the costs of trips for those families.	School to continue to subsidise 100% of total cost for each day trip, educational visit and Wow experience for every Pupil Premium Child. School to continue to subsidise 25% of total cost for each day trip, educational visit and Wow experience for every Non-Pupil Premium Child. (Not funded by Pupil Premium funding/allocations)	£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
School to subsidise Morning or After School Clubs for specific identified children.	Identified families were offered a subsidy if they attended the Morning Club and After School Club.	Throughout the 2015-2016, the school supported five families by subsidising Morning/After School Clubs. Reasons for school to subsidise include: Poor attendance or punctuality Support for families who were struggling financially. Children who needed support emotionally or pastorally.	School to continue to support families if there is the need. Decisions for this support to begin will be confirmed after meetings with keys staff and SLT meetings.	£2,500
Specific children to receive pastoral support if identified as needing emotional support.	Circle of Friends: Trained staff worked with individual and small groups of children who needed emotional support for a range of reasons e.g. bereavement, confidence, and self-esteem.	14 pupils accessed pastoral support through their attendance of Circle of Friends.	School to continue to support children who are in need of emotional support.	£800
Identified children to receive support for Behaviour Management and coping strategies.	Children who have relationship or behavioural difficulties received 3 x 30 minute sessions per week to support their behavioural needs.	5 pupils accessed behavioural support through their attendance of these interventions sessions. The attendance of the intervention sessions created a positive impact for those pupils as they displayed more positive behaviours in and around the school.	School to continue to support children who are in need of emotional support.	£3,000
Children to receive rewards and incentives for outstanding attendance. Specific families to receive support from Home School Link Worker.	Pupils responded positively to our reward system enjoying things such as stickers, vouchers, toys and books. The Home School Link Worker worked with targeted families to improve their attendance at school and provided support and advice for parents.	All children who achieved 100% each term received certificates and rewards for their outstanding attendance. Families were supported by the Home School Link worker.	School to continue with Home School Link Worker supporting children and families if they are identified as needing support. Attendance rewards and incentives to continue.	£2,500
Ensure that key members of Pupil Premium staff trained.	Staff attended necessary training.	Key members of SLT and staff attended the Annual Pupil Premium Conference. Pupil Premium policies and strategies have been reviewed as a result of information from this conference. Key members of SLT and staff attended RTI training and RTI has been implemented in school from Y2-Y6.	Key members of Pupil Premium staff to attend appropriate	£600
Milk	Subsidise milk for those children entitled to Free School Meals (not Universal Free School Meals) for children in all year groups.	100% of children who are entitled to Free School Meals who applied to have milk had the milk totally subsidised.	Free milk to be supplied for all children in receipt of Free School Meals.	£1,647

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
Appointment of a school Inclusion Manager.	An Inclusion Manager was appointed who had SEND background in Outreach support. She was employed to support pupils with additional needs or who are Pupil Premium. The inclusion manager supported the behavioural, social and or emotional needs of these pupils.	The recruitment of the Inclusion Manager has enabled advice to be offered to staff and parents when supporting children with a range of SEND, emotional, behavioural and other pastoral needs. In addition to this, her role has provided training for relevant staff and developed the knowledge, understanding and application of activities that staff can implement. She has conducted home visits as part of the school's First Day Response. She has also observed lessons to support pupils with SEND and supported the SENCO and Pupil Premium Lead by: Compiling applications for Top Up Funding. Writing referrals. Conducting parental meetings. Collating Learning Progress Reviews. Monitoring Pupil Premium children.	The role of the Inclusion Manager has proven to be a vital resource that benefits many children and their families within our school community.	£4,000
Responsive Spending: A proportion of the allocated funding was held back as responsive spends. This was to be available for any particular identified need or for the replenishment of crucial resources.	Items, resources that were needed were discussed during SLT meetings and with the school bursar. Individual needs of children were discussed of how this allocation of funding was to be spent.	This responsive spend allocation was used for the following: Replenishment of the 'Here on Time' rewards and prizes. Gifts from Father Christmas for KS1 children. CDP opportunities for staff to support Pupil Premium children.	A proportion of funding will be allocated next academic year for responsive spending.	£1000
			Total Cost	£73,980

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our strategy document can be found online at: www.barlowsprimary.co.uk

