



## Pupil premium strategy statement: Barrow Hall Primary School

1. Summary information					
Academic Year	2017-18	Total PP budget	£43380	Date of most recent PP Review	2016-17
Total number of pupils	565	Number of pupils eligible for PP	32	Date for next internal review of this strategy	Jan 18

2. Current attainment		
End of Key Stage 2 2017	<i>% Disadvantaged Pupils at Barrow Hall (no of eligible pupils)</i>	<i>% Non disadvantaged pupils (national average)</i>
% achieving Expected standard or above in reading, writing and maths	60 (5)	61
% achieving Expected Standard or above in Reading	60 (5)	71
% achieving Expected Standard or above in Writing	80 (5)	76
% achieving Expected Standard or above in Maths	80 (5)	75
End of Key Stage 1 2017		
% achieving Expected Standard or above in Reading	100 (1)	76
% achieving Expected Standard or above in Writing	0 (1)	68
% achieving Expected Standard or above in Maths	0 (1)	75
Y1 Phonics Screen 2017	100 (3)	81
EYFS % of pupils attaining a Good Level of Development	33 (3)	71

3. Barriers to future attainment	
<b>In-school barriers</b>	
A.	Social and Emotional Difficulties/Self Esteem/resilience
B.	Spelling/Phonics application
C.	Higher order comprehension skills
D.	Reading fluency (stamina, attitudes/reading frequency)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	A small proportion of pupils receive limited support for learning from home

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved self esteem leading to more positive approach to school work and, therefore, good/better progress	Disadvantaged Pupils identified with SEMH will have very limited recorded behaviour incidents and be making progress above that of their peers in R/W/M
B.	Significantly improved consistent application of age appropriate spelling in all work	Disadvantaged Pupils make better than expected progress in spelling as demonstrated through in school spelling tracking.
C.	Strong progress by most able disadvantaged pupils	Higher attaining Disadvantaged Pupils continue to make strong progress in all subjects (i.e. above in school 'expected progress' which is moderated alongside partner future MAT schools).
D.	All Disadvantaged pupils read frequently, leading to increased fluency	Reading Records demonstrate that Disadvantaged Pupils read frequently (min 4-5 times per week). Reading fluency (WPM on age related book) increased

5. Planned expenditure					
<b>Academic year</b>	<b>2017/18</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved self esteem leading to more positive approach to school work	Staff training on metacognition approaches	We want to invest a small amount of the PP in longer term change which will help all pupils – to contribute to the wider SIP key	Newly appointed Lead Practitioner is trained and will lead staff training. Staff Meeting/INSET Day (October)	Rachel Rudd	Jan 2018 <a href="#">Review Jan 18: LP implemented</a>

September 2017

and, therefore, good/better progress		priorities. Evidence (including the EEF Toolkit) suggest this is a highly effective and relatively low cost approach to improving rates of progress. The vast majority of our pupils are motivated to achieve and this approach will benefit those children as well as supporting the small group of less motivated pupils.	time will be used to deliver training. LP role includes significant monitoring and evaluation time, as well as supporting identified colleagues and leading provision in KS1.		whole school metacognition training. Focus of LP programme (alongside Callands) Spring/Summer 18. ON TRACK £1000
C. Strong progress by most able disadvantaged pupils	High quality text led approach to the teaching of all English	The curriculum has been reviewed to make it more cohesive and 'immerse' children in their topics. When based around a whole class 'topic linked' high quality text, children will be further motivated and make easier links between their learning, leading to further improved progress. Exposing ALL pupils to challenging texts (in terms of language and theme) raises expectations of all.	AHT/English Lead and HT trained (summer 17). English Lead has previously successfully implemented improvements to whole school English. Partner school also adopting similar approach and moderation will take place across schools (joint staff meetings half termly).	Claire Lawton	Jan 2018 Review Jan 18: whole class text approach significantly impacting on standards for all. PP pupils making at least good progress. ON TRACK £2000 (contribution)
<b>Total budgeted cost</b>					£ 3000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B. Significantly improved consistent application of age appropriate spelling in all work	Read Write Inc as intervention programme	This approach was introduced in 2016-17 and had very positive impact. Some pupils require further support to improve the consistent application of spelling to their age related level.	Evaluation of impact in 16-17 has further refined the appropriate selection of pupils for this programme. Trained TAs have refined practice and a further TA has been trained. One TA (L3) will be identified to lead the day to day delivery of the programme. SEND Team will evaluate as part of standing routines	Ruth O'Neill/ Thom Watts	Jan 2018 Review (Jan 18) RWI Interventions continue to positively impact on learning (see intervention plans). Additional groups in place Spring 18. ON TRACK  £13000

<p>A. Improved self esteem leading to more positive approach to school work and, therefore, good/better progress</p> <p>C. Strong progress by most able disadvantaged pupils</p>	<p>Daily small group sessions (blocks of up to six weeks) in maths or reading for high attaining pupils to address misconceptions from lessons, pre learn for following lesson</p>	<p>Small group, daily, interventions (half term blocks) with class teachers during 16-17 were highly effective in improving mental arithmetic skills and fluency.</p>	<p>Extra teaching time allocated for class teachers.</p> <p>Impact overseen by Ygp leaders and reviewed termly (part of outcomes plan)</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>SLT</p>	<p>Jan 18 Review Jan 18: Pupil Progress Meetings indicate Keep up sessions having strong impact. See intervention plans. ON TRACK £1000 resources</p>
<p>D. All Disadvantaged pupils read frequently, leading to increased fluency</p>	<p>TA support for additional reading sessions in KS1 and during Guided Reading sessions</p>	<p>In school 1:1 additional reading/phonics sessions where linked to work being completed in class have had positive impact on reading fluency and self esteem.</p>	<p>Lead Practitioner will oversee impact, supported by half termly WPM and Phonic screen assessment tracking</p>	<p>Rachel Rudd</p>	<p>Jan 2018 Review Jan 18: 45 Better Reading Partners in school. Vast majority of disadvantaged children reading frequently, but target children identified for more home reading ON TRACK – through BRP programme  £3000</p>
<p>A. Improved self esteem leading to more positive approach to school work and, therefore, good/better progress</p> <p>C. Strong progress by most able disadvantaged pupils</p>	<p>Morning keep up sessions in maths</p>	<p>Sessions were implemented in Spring/Summer 17 following research with other schools. These had significant impact on self esteem of pupils in maths, as well as impacting on their mental arithmetic skills.</p>	<p>Sessions over seen by experienced T and L Lead.</p> <p>Teaching assistant (TA) CPD for TAs supporting the sessions, including shared planning with T and L Lead.</p> <p>Impact reviewed half termly by YGp leads and HT as part of progress towards Outcomes plan.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>SLT</p>	<p>£5000 CB time /Resources/TA time</p> <p>Review (Jan 18): Morning maths keep up sessions significantly impacted on progress and self esteem of target groups. Two groups ran across KS2. Aim for additional group in Spring 18 ON TRACK</p>

A. Improved self esteem leading to more positive approach to school work and, therefore, good/better progress	TA mentor for identified pupils (2). Support on daily basis, focusing on social/emotional well being as well as reviewing school work	Research (including The EEF Toolkit) suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Monitor attitudes behaviour but also monitor whether improvements in behaviour translate into improved attainment.	Year 6 teachers	Feb 2018 Review Feb 18: Two focus pupils making good progress with self esteem. ON TRACK £3000 TA time
TBC	Learning Assessment to inform intervention. Resources allocated for intervention.	Bespoke learning assessments are established practice at the school. These inform personalised interventions.	The report will be shared with the SENCo and Dept Leader. This will inform a plan for the individual pupil which is reviewed as part of established school practice	SENCo	Feb 2018 Review Feb 18: Two additional learning assessments (PP pupils) completed Autumn 17. One having quick impact. The second has informed actions to be implemented in Spring 18 ON TRACK £1500
A. Improved self esteem leading to more positive approach to school work and, therefore, good/better progress	Social Story Group work x 1.5 hrs per week	The school has used this intervention previously and seen a significant impact on reduction of behaviour incidents for identified pupils.	The programme will be overseen by HLTAs who will also monitor behaviour incidents and report fortnightly to Safeguarding Team.	Jan Shaw	Jan 2018 Review Jan 18: Social Story group positively impacting on behaviour/self esteem ON TRACK £1500 training/resources TA time
<b>Total budgeted cost</b>					£28000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. All Disadvantaged pupils read frequently, leading to increased fluency	Better Reading Partners 1:1 daily/frequent reading	Better Reading Partners is an established programme with a record of positive impact on progress in reading.	The newly appointed Lead Practitioner has used the programme successfully in her previous post and will be leading its implementation at	Ray Rudd	Jan 2018  £1000 LP time/ resources

			Barrow Hall		Review Jan 18: See 2D above ON TRACK
C. Higher rates of progress in Reading D. All Disadvantaged pupils read frequently, leading to increased fluency	Reading Plus	Reading Plus is an established reading programme. It was trialled in BH in 16-17 and had significant impact on targeted pupils through motivating them to read more frequently and to achieve the rewards the programme offers	The programme tracks pupil use and progress as well as providing regular reports on pupil and group level. These are easily accessible to teachers. It will be overseen by SLT	Jane Dilorenzo	Jan 2018 Review Feb 18: % of PP pupils making good/better progress 40% making rapid progress, 77% closing gap; 95% making at least good than expected progress  ON TRACK £6000 (3yr licence)
A. Improved self esteem leading to more positive approach to school work and, therefore, good/better progress	Play Therapy/ Child in Mind	Research shows that effective Play Therapy can help to address needs of children who have experienced trauma early in their lives. The school has researched providers and implemented plans in 16-17 for four pupils. These were/are being successful in improving pupils' SEMH.	Two pupils will continue with their therapy programme in line with their current plan. Half Termly review meetings with HT and parents to monitor impact will take place.	John Littler	Jan 2018 Review Jan 18: Play Therapy programme stopped following consultation with parents. 2 pupils making good social progress. ON TRACK- but alternative therapists to be used in future £3000 (ASF to contribute to total cost)
A. Improved self esteem leading to more positive approach to school work and, therefore, good/better progress	Subsidised school uniform and Residential visits	Residential visits have a significant impact on the social development of children. The cost can be high, especially for low income families. School Uniform enables pupils to be part of the school community/identity. NB. Not all disadvantaged pupils 'take up' the offer of subsidised uniform,	The attendance of disadvantaged pupils on residential visits will be tracked to ensure high levels of participation.	John Littler	£1000 Review Jan 18: Disadvantaged pupils accessing visited and residential visits, subsidised by
<b>Total budgeted cost</b>					£11000

6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improved reading outcomes at KS1 and KS2.	Introduction of Cracking Comprehension Reading Scheme from Y1-Y6 to develop higher order comprehension	Significant impact on pupils working at/around the expected level. Reading outcomes at EOKS2 were high at the expected level – where the scheme was introduced first. Disadvantaged pupils made good progress during Y6. All 5.4 attainments at end of Y5 converted to expected levels by end of Y6 indicating at least good progress was made. One pupil made .2 progress and one pupil made .3 in writing in Y6 (i.e. excellent progress in Y6). KS1 Reading outcomes were below target at the Expected Level.	We will continue with this approach in 17-18. Staff responded positively to the support from the Lead Teacher. The approach had most impact where it was implemented through modelled teaching. Teachers reported a significant impact on their own CPD through a better understanding of the teaching of reading. Assessment/tracking of pupils was established and informed Teacher Assessment (led by Lead Teacher). The scheme was implemented fully from January which demanded a significant amount of teaching time. This impacted on the time allocated to non core subjects. The timetable has now been reviewed and the CC units have been planned in across the year. There is a need for deeper study of high quality, challenging texts to further develop higher order reading skills (2017-18 School Improvement Plan)	£1000 resources  £ three days Lead Teacher time: £900
Improved progress in maths	CPD for pedagogy teaching of fractions and division – consultant partner	Medium/high: outcomes in maths at KS2 high, mental arithmetic outcomes high. Progress most rapid where significant allocation of time given to this topic and then revisited frequently.	We will continue with a 'light touch' visit from the consultant in 17-18. The timetable and approach to maths has been reviewed by the Maths Lead/DHT to ensure appropriate time given to fractions.	£4000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improved Year 6 outcomes	Daily small group keep up sessions before school for maths in KS2. Blocks of six weeks	Outcomes in maths were high at EOKS2. Progress within year 4/5 disadvantaged pupils in Y6 made accelerated progress. 1/5 maintained very high attainment.	We will continue with this approach. During 16/17 it was extended to other year groups and had positive impact.	£ 12000
Improved SEMH outcomes	Tracking/planning for SEMH barriers using Boxhall Profile	Limited impact as profile not appropriate for targeted disadvantaged pupil. CPD for TAs was useful but limited impact.	We will only revisit this approach if a pupil with an appropriate SEMH profile requires it.	£500

Improved SEMH outcomes	Play Therapy	Medium/High. Four pupils accessed the therapy. There has been a limited impact on two pupils who have now completed their programme with incidents of poor behaviour initially increasing. One pupil has responded very positively and made good/better progress socially and emotionally as well as academically. The fourth pupil is now making good progress but the complexity of the case means further work is needed.	We will continue with this approach for the two pupils currently undertaking the programme. The programme will be extended in 17-18 to involve even closer work with the family. Additionally, formal review meetings will take place every six weeks	£4000
Improved phonics/spelling	Read, Write Inc as intervention programme	Medium: Some groups made rapid progress with programme, others less progress.	We will continue with this approach, but ensure tighter assessment of appropriate pupils for the programme, as well as ensuring the Teacher/TA are liaising closely and ensuring transference of the group work into all class work	£2000 CPD £9000 TA time £5000 resources
Improved SEMH	TA mentor for identified pupils (2). Support on daily basis, focusing on social/emotional well being as well as	High for focus pupils. Attendance was high for focus pupils and attitudes to school improved (increased self esteem, reduced behaviour issues). Broader pupil mentor role has reduced in need over last three years and this can now be managed through the safeguarding team	Frequent, short sessions are most effective. TAs involved link to work being completed in class to ensure a focus to discussions and are accountable to class teachers rather than a lead pupil mentor.	£5000

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improved progress for all Disadvantaged Pupils	Bespoke Disadvantaged Pupils' Action Plan – supported by NLE	High: resources focused tightly on key areas 88% of disadvantaged pupils made at least good progress (72% making better than expected progress). where progress slow (4 pupils) clear plans in place to address	Share the plan at earliest stage (individual plans completed mid autumn term due to timing of review) and ensure tighter accountability for SLT for half termly milestone reviews.	£2000 NLE time
Improved progress for all Disadvantaged Pupils	Allocated Governor to champion Disadvantaged Pupils	Provision for Disadvantaged Pupils has higher profile. School leadership held closely to account for provision. Intended impact for overall greater progress of Disadvantaged Pupils	This worked very effectively. Governors received regular information on progress of and provision for Disadvantaged Pupils. Governor concerned is skilled educational leader and liaised with NLE to ensure provision was of high standard. This worked well and the role is now part of the structure of the Board of Governors	Governor time

## 7. Additional detail

Our full strategy document can be found online at: [www.barrowhall.co.uk](http://www.barrowhall.co.uk)



## 8. Reviews

See notes on plan in [blue](#)

### Review January 2018:

- All actions identified in the Pupil Premium Plan (on website) have been implemented. One action (use of Play Therapy) has stopped as it was not meeting its intended aims – this was in agreement with the parents involved.
- The table below shows the overall progress of the Disadvantaged Pupils' Plan. As with the outcomes plan, a 'red' rating does not indicate poor progress, it is progress towards the challenging target.
- 39 Disadvantaged Pupils: 37/39 have sustained/improved in all of their R,W an M assessments on the 9 point scale since the end of last year. There is one pupil making slow progress in W and one pupil making slow progress in maths. These pupils are expected to catch this up over Spring Term. All pupils will be included for specific planning at Year Group and/or Pupil Progress Meetings.
- Additional resources have been deployed in Y4 wef January 2018.