



Pupil premium strategy statement: Barrow Hall Primary School

1. Summary information					
Academic Year	2018-19	Total PP budget	£ 58,340	Date of most recent PP Review (external)	2016-17
Total number of pupils	585	Number of pupils eligible for PP	46	Date for next internal review of this strategy	Jan 19

2. Current attainment		
End of Key Stage 2 2018	% Disadvantaged Pupils at Barrow Hall (no of eligible pupils)	% Non disadvantaged pupils - 2018 national results – unvalidated
% achieving Expected standard or above in reading, writing and maths	50 (6)	64
% achieving Expected Standard or above in Reading	67 (6)	75
% achieving Expected Standard or above in Writing	67 (6)	78
% achieving Expected Standard or above in Maths	50 (6)	76
End of Key Stage 1 2018		
% achieving Expected Standard or above in Reading	60 (5)	75
% achieving Expected Standard or above in Writing	60 (5)	70
% achieving Expected Standard or above in Maths	80 (5)	76
Y1 Phonics Screen 2018	33 (3)	83
EYFS % of pupils attaining a Good Level of Development	86 (7)	71

3. Barriers to future attainment

September 2018

In-school barriers		
A.	Social and Emotional Difficulties/Self Esteem/resilience	
B.	Spelling/Phonics application	
C.	Higher order comprehension skills	
D.	Reading fluency (stamina, attitudes/reading frequency)	
E.	Low levels of attendance (primarily due to term time holidays) of some disadvantaged pupils.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	A small proportion of pupils receive limited support for learning from home	
E.	A small number of pupils have lower attendance than their peers, primarily due to term time holidays.	
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 National Support School).
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
E.	Attendance levels are high for Disadvantaged Pupils	Disadvantaged pupils attendance is high and support in place swiftly for any pupils where attendance is not in line with peers.

5. Planned expenditure					
Academic year	2018/19 – Elements of this plan are under constant review. A full review of the plan will take place in January 2018				
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	Cost

A. Improved self esteem leading to more positive approach to school work and, therefore, good/better progress	Embed metacognition approaches, supporting further development of the whole curriculum,	We, again, 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 priorities. Evidence (including the EEF Toolkit) suggests metacognition is a highly effective and relatively low cost approach to improving rates of progress. The school firmly believes that access to a broad, high quality curriculum is the best way to drive progress and achievement of all. The success of the work in 17-18 supports this. The vast majority of our pupils are motivated to achieve and this approach will further benefit those children as well as supporting the small group of less motivated pupils.	Subject Leadership CPD will continue to ensure effective monitoring is embedded across the curriculum and includes a focus on the progress of disadvantaged pupils. The impact of the leadership of the curriculum is a key SIP priority. It will be the focus for internal and external evaluations.	Jane Dilorenzo	£500 contribution to CPD
C. Strong progress by most able disadvantaged pupils	High quality text led approach to the teaching of all English	The curriculum was reviewed for 17-18. It is now even more cohesive and ‘immerses’ children in their topics. Whole class ‘topic linked’ high quality texts are now in place. This has resulted in children being further motivated and making easier links between their learning, leading to further improved progress. Exposing ALL pupils to challenging texts (in terms of language and theme) has further raised expectations of all. In 18-19, a small amount of PP funding will contribute to the remaining sets of books required for the units not taught in 17-18	Moderation against partner National Support School (also adopted similar approach) half termly. Established monitoring and evaluation procedures (e.g. assessment information analysis, work scrutiny, pupil interview, external evaluations) will retain a focus on disadvantaged pupils.	Claire Lawton	£1000 (contribution from Pupil Premium)
Total budgeted cost					£ 1500
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	Cost

<p>B. Significantly improved consistent application of age appropriate spelling in all work</p>	<p>Read Write Inc as intervention programme</p>	<p>This approach has had a very positive impact over the last 2 years. Some pupils require further support to improve the consistent application of spelling to their age related level.</p>	<p>Evaluation of impact over two years means that selection of the most appropriate pupils is secure. TAs continue to receive CPD, including in school support from professional dialogue, drop ins etc. One identified TA leads the day to day delivery of the programme and is closely supported by the SEND team. SEND Team will evaluate as part of standing routines. Teachers ensure that work in class matches work in RWI sessions</p>	<p>Heather Lawrence/ Thom Watts</p>	<p>£14000 TA/Resources</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>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 have been 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>£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>£3100</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>£5250 CB time /Resources/TA time</p>

A. Improved self esteem leading to more positive approach to school work and, therefore, good/better progress	TA mentor for identified pupil (1). 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.	Thom Watts Laura Gough	£2500 contribution to TA time
TBC	Learning Assessment to inform intervention. Resources allocated for swift intervention (3 – based on expected number in 18-19 for disadvantaged pupils.	Bespoke learning assessments are established practice at the school. These inform personalised interventions and are effective.	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	Thom Watts	£1800
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	£2000 training/resources TA time
A-D (see above)	Contribution to additional staffing in Y1-Y5 deployed by YLeads to address key priorities of disadvantaged pupils	Year 1 and Year 5 have highest proportions of disadvantaged pupils (significant recent increase in Y1). Disadvantaged Pupil plans indicated a need for focused group work, usually delivered by the teacher, for these pupils. The priority(ies) for PP varies throughout the year. The additional staffing hours allow the YLs to review this regularly and respond swiftly and flexibly to need.	Half termly individual Disadvantaged Pupil Plan reviews for Y1 and Y5 will establish the impact of this, supported by other monitoring and evaluation activities (including intervention records).	Ray Rudd/ Claire Lawton (Y1). Carla Bonner (Y5)	£6000
E; Attendance levels are high for Disadvantaged Pupils	Attendance Officer SLA to support in school procedures	Attendance levels for Disadvantaged pupils were below other pupils in 2017-18, predominantly due to new pupils arriving at the school and/or term time holidays (especially in summer term). The LA Attendance Officer SLA is effective in supporting families and schools in addressing low attendance.	Regular monitoring of attendance of disadvantaged pupils by Safeguarding Coordinator. Monthly monitoring visits by Attendance Officer. Half termly attendance reports to SLT and governors.	Jan Shaw	£1500 – contribution to SLA
C. Strong progress by most able disadvantaged pupils	Curriculum linked enrichment activities	We believe that our pupils should be given the chance to fully experience a range of activities. There is a clear rationale of allowing children to provide opportunities to excel.	These will be bespoke opportunities. Progress will be measured by Class Teachers and Subject Leaders through internal assessment and parent/pupil voice of the pupil(s) involved. Some activities will have specific measurable outcomes (e.g. music tuition)	John Littler	£1000

Total budgeted cost					£38 150
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	Cost
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. This approach was introduced in 17-18 and was highly successful in engaging pupils who were more reluctant readers and/or were not supported to read at home frequently and/or where working alongside a strong role model frequently would further improve self esteem.	The programme was very effective in 17-18. The Lead Practitioner has used the programme successfully in her previous post and leads its implementation at Barrow Hall. Year Leaders allocate BRPs within year groups and, alongside teachers, monitor reading frequency of all pupils. Specific BRP related pupil voice evaluations are carried out by SLT	Ray Rudd	£500 LP time/resources
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 used successfully at Barrow Hall in 17-18 (following a trial) through motivating pupils to read more frequently and achieve the rewards the programme offers. Its use will be extended to other Ygps in 18-19. This is following end of year reviews of needs of disadvantaged pupils. It is most effective where pupils supplement use at home. This will be a focus in 18-19.	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. The school has refined the selection process of pupils to access this.	SLT	£3000 contribution to further three year licenses
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	£1300 (based on expenditure in 17-18)
A. Improved self esteem leading to more positive approach to school work and, therefore, good/better progress	'Nurture' type drop in lunchtime provision	A relatively small number of vulnerable pupils require some additional support at lunch times (e.g. access to a quiet calm place). Reviews of individual disadvantaged pupil plans has shown this includes disadvantaged pupils. This will be time limited, drop in access (there will be a very small number of pupils who will be directed to attend for short periods of time). Pupil voice has informed us	The use of the drop in will be closely monitored by staff. There will be close links to the Safeguarding Team and further interventions/actions will be implemented where it is felt that a pupil needs further support. The Safeguarding Team monitor all pupils on the Vulnerable Register fortnightly.	Jan Shaw	£8000 Resources TA x 2 time to oversee the provision CPD programme

		that this provision would be valued. It is also provision that has been successful at other schools, including our local partner National Support School.			
A. Improved self esteem leading to more positive approach to school work and, therefore, good/better progress	Roles and responsibilities around school	Pupil interview and other evaluation activities have shown having roles and responsibilities around school have a significant impact on the self esteem of pupils.	Pupil interview to inform half termly individual Disadvantaged Pupils' Plans.	SLT	£0
A-E (TBC)	Contingency resource to respond to in year assessment, evaluation, change in PP cohort etc.	There have been relatively significant changes to the disadvantaged pupils' cohort over the last year and, for a minority of pupils, a change in their individual needs. Much of the revised, identified need can be addressed through resources/provision in place. However, there has been a need for additional in year over the last year. Individual plans are reviewed regularly and, therefore, an amount of PP resource will be allocated in line with reviews so additional support can be allocated swiftly.	Additional Actions will be added to this plan, including information on how the impact will be monitored.		£5890
Total budgeted cost					£18690

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improved self esteem leading to more positive approach to school work and, therefore, good/better progress	Staff training on metacognition approaches	Further improve motivation of all pupils to achieve and improve teacher use of the approaches to improve the impact and use of questioning etc in lessons.	External and internal evaluations, as well as the progress of the Lead Practitioner Programme demonstrated this approach has had a positive impact on learning across the school, alongside the revised approach to the broader curriculum. Pre Learning tasks are more effective. We will continue to embed these approaches in lessons in 2018-19	£1000
Strong progress by most able disadvantaged pupils	High quality text led approach to the teaching of all English	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.	The approach was highly successful in motivating all pupils and exposing all pupils to a high level of reading (both in terms of language/vocabulary and 'issues' explored). Internal assessment information indicates that the proportions of pupils working at the age related level and above increased in all year groups. Staff and pupil interview as well as book scrutiny and external evaluations indicate that the approach had a significant impact on engagement in reading and on vocabulary across the curriculum. We will continue to embed these approaches in lessons in 2018-19	£2000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Significantly improved consistent application of age appropriate spelling in all work	Read Write Inc as intervention programme	Further support to improve the consistent application of spelling to their age related level.	Pupils accessing RWI made accelerated progress. This was demonstrated through the RWI assessment process and through in school spelling tracking. We will continue with this in 2018-19.	£13000
Improved self esteem leading to more positive approach to school work and, therefore, good/better progress Strong progress by most able disadvantaged pupils	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	Improved mental arithmetic skills and fluency.	The sessions had a positive impact on the pupils involved, increasing their fluency with basic skills and self confidence when approaching problems. Sessions were particularly effective in maths. We will continue with this in 2018-19	£1000

All Disadvantaged pupils read frequently, leading to increased fluency	TA support for additional reading sessions in KS1 and during Guided Reading sessions	Positive impact on reading fluency and self esteem.	Outcomes in KS1 indicate reading standards further improved. Internal evaluations indicate that this approach was most effective when it allowed the class teachers to focus more time on the target pupils (as opposed to sessions with the TA). <i>In 2018-19 we will continue to allocate the support, ensuring the learning from above is addressed.</i>	£3000
A. Improved self esteem leading to more positive approach to school work and, therefore, good/better progress C. Strong progress by most able disadvantaged pupils	Morning keep up sessions in maths	Significant impact on self esteem of pupils in maths, as well as impacting on their mental arithmetic skills	Evaluations of the morning sessions indicate a significant impact on the self esteem of pupils involved. There was some disruption to one group through staff absence, but this was managed through other staff. Pupil feedback highly positive. <i>We will continue with this in 2018-19</i>	£5000
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	interventions matched to specific students significantly impact on behaviour issues and self esteem	Two pupils involved. One pupil – support highly effective in raising self esteem and contributing to progress. Worked closely and effectively with parents. Pupil has now left at BH One pupil – very significant out of school disruption. Support ensured pupil remained in school and accessing most of their learning. <i>We will continue with this for one pupil in 18-19</i>	£3000
Strong progress by most able disadvantaged pupils	Learning Assessment to inform intervention. Resources allocated for intervention.	Bespoke learning inform personalised interventions, leading to improved rates of progress.	Assessments informed teaching and learning, as well as additional provision and further assessment where appropriate for a small group of disadvantaged pupils. <i>We anticipate there will be a need for these in 18-19 an are allocating resources accordingly.</i>	£1500
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	significant impact on reduction of behaviour incidents for identified pupils and their enjoyment of social activities.	Feedback from pupils and parents and monitoring of incidents indicates these sessions are effective for the targeted pupils. <i>We will continue with this in 18-19.</i>	£1500
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

All Disadvantaged pupils read frequently, leading to increased fluency	Better Reading Partners 1:1 daily/frequent reading	Positive impact on progress in reading.	The BRP programme was highly successful (between 50-60 BRPs in school each week) in contributing to further raised standards in reading, especially through improved enjoyment of reading for targeted pupils. We will continue with this in 18-19.	£1000
Higher rates of progress in Reading All Disadvantaged pupils read frequently, leading to increased fluency	Reading Plus	Significant impact on targeted pupils through motivating them to read more frequently and to achieve the rewards the programme offers	The programme was effective in motivating the targeted pupils. It was especially effective where pupils engaged consistently with the programme at home. In 18-19 we will be continuing with this approach and extending to other year groups. There will be an increased emphasis on parental engagement.	£6000
Improved self esteem leading to more positive approach to school work and, therefore, good/better progress	Play Therapy/ Child in Mind	Address needs of children who have experienced trauma early in their lives/ improving pupils' SEMH.	The programme was not as effective as anticipated. There were issues with the relationship between the therapist and the parents of the pupils involved. The sessions were ended earlier than anticipated. We will not continue with this approach in 18-19 but remain open to partnerships with Play Therapy organisations if /when any review indicates these may be appropriate.	£3000 (ASF to contribute to total cost)
Improved self esteem leading to more positive approach to school work and, therefore, good/better progress	Subsidised school uniform and Residential visits	Disadvantaged pupils access residential and educational visits. All have access to school uniform.	All disadvantaged pupils attended all educational visits. The vast majority accessed residential visits. Where this was not the case, the barrier was not the cost involved. We will continue with this in 18-19.	£1000

7. Additional detail

Our full strategy document can be found online at: www.barrowhall.co.uk
Individual plans for every disadvantaged pupil are in place and reviewed half termly
The Governor with responsibility for overseeing provision for Disadvantaged Pupils makes regular visits to school to monitor provision and reports directly to governors.

8. Reviews

- Details of reviews will be added here through the school year.