

St Barnabas & St Philip's School Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	St Barnabas & St Philip's School				
Academic Year	2018/19	Total PP budget	£48,760	Date of most recent PP Review	n/a
Total number of pupils	208	Number of pupils eligible for PP	35 + 3 service children +2 LAC	Date for next internal review of this strategy	Nov 2019

2. Attainment 2018-2019		
Data for Y6 at end of academic year 2018-19	<i>Pupils eligible for PP (11 pupils in our school)</i>	<i>Pupils not eligible for PP (19 pupils in our school)</i>
% of pupils achieving in reading, writing and maths combined	91%	79%
Progress in reading	-0.6	-0.1
Progress in writing	+4.1	+3.0
Progress in maths	-1.4	-0.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	End of KS2, KS1 and in school tracking data demonstrates that Pupil Premium children in Mathematics do not attain as highly as their Non Pupil Premium peers through lack of understanding of basic mathematical concepts.
B.	The school results for 2018 KS1 provide evidence that % of Pupil Premium children attaining Greater Depth in Writing and Maths is lower than their Non Pupil Premium peers through poor Literacy and numeracy skills...
C.	The school results for 2018 KS2 provide evidence that % of Pupil Premium children attaining Greater Depth in Reading, Writing and Maths is lower than their Non Pupil Premium peers through poor Literacy and numeracy skills...
External barriers	
D.	School for 2017/18 that a disproportionately high number of Pupil Premium children had attendance below the school average for all children.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	End of KS2, KS1 and in school tracking data all demonstrating that on average Pupil Premium children in Mathematics attaining at the same high a standard as their Non Pupil Premium peers.	KS1, KS2 SATs and in school tracking data showing consistently high attainment for both Pupil Premium and Non Pupil Premium children.

B.	2019 end of KS1 school results demonstrating that the % of Pupil Premium children attaining Greater Depth in Writing and Maths is equal to or surpasses the % of Non Pupil Premiums attaining Greater Depth in these subjects.	KS1 SATs data showing consistently high attainment for both Pupil Premium and Non Pupil Premium children.
C.	2019 end of KS2 school results demonstrating that the % of Pupil Premium children attaining Greater Depth in Reading, Writing and Maths is equal to or surpasses the % of Non Pupil Premiums attaining Greater Depth in these subjects	KS2 SATs data showing consistently high attainment for both Pupil Premium and Non Pupil Premium children.
D.	Proportion of Pupil Premium children with lower than school average attendance reduced to below figure for Non Pupil Premium children.	Pupil Premium children attendance average and punctuality record being equal to the same levels of Non-Pupil Premium children.

5. Planned expenditure

Academic year

2018-19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved progress and attainment of Pupil Premium children in Mathematics throughout the school.	Organise external review of teaching of Mathematics throughout the school. Introduction of weekly planning and review meetings with all staff with members of the Senior Leadership Team. Half termly data review sessions for all staff	There is evidence that the standards of attainment in Mathematics are below reading, writing and SPAG. Senior Leadership support for planning and review will help ensure the quality of the learning experience for pupils will be of a high standard and planning for groups and individuals will be linked to available assessment data within Mathematics.	Mathematics Subject Leader will liaise with the DHT and external Mathematics consultant to review the teaching of Mathematics throughout the school. An action plan for improvement will be developed based on the agreed recommendations. Senior staff will lead on the delivery of this mathematics intervention and it will be given a high priority in ensuring that it is delivered regularly.	LA External Consultant, Maths Subject Leader, DHT AHT – FS/KS1 AHT – KS2 Intervention Manager	End of April 2019
B. Improved progress and attainment of F/S & KS1 Pupil Premium children in Writing & Mathematics.	Continuation of weekly planning and review meetings with all staff with members of the Senior Leadership Team. Half termly data review sessions for all staff	Senior Leadership support for planning and review will help ensure the quality of the learning experience for pupils will be of a high standard and planning for groups and individuals will be linked to available assessment data within Writing and Mathematics.	Senior staff will lead on the delivery of this literacy intervention and it will be given a high priority in ensuring that it is delivered regularly.	Enco, Maths Subject Leader, AHT – FS/KS1 Intervention Manager	End of April 2019

C. Improved progress and attainment of KS2 Pupil Premium children in Reading, Writing & Mathematics.	Continuation of weekly planning and review meetings with all staff with members of the Senior Leadership Team. Half termly data review sessions for all staff	Senior Leadership support for planning and review will help ensure the quality of the learning experience for pupils will be of a high standard and planning for groups and individuals will be linked to available assessment data within Writing and Mathematics.	Senior staff will lead on the delivery of this literacy intervention and it will be given a high priority in ensuring that it is delivered regularly.	Enco, Maths Subject Leader, AHT & Intervention Manager	End of April 2019
Total budgeted cost					£12,000
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?
A. Improved progress and attainment of Pupil Premium children in Mathematics	A range of group intervention for targeted groups of Pupil Premium Children for Mathematics including Action Tutoring for Y6 pupils	Small group intervention will target specific mathematical concepts and provide an opportunity for Pupil Premium children appropriate practice in basic maths concepts. Action Tutoring will run outside of school hours and be aimed at Y6 pupils who need more practice at maths reasoning problems.	Senior staff will lead on the delivery of this mathematics intervention and it will be given a high priority in ensuring that it is delivered regularly.	DHT Intervention Manager	End of April 2019
B. Improved progress and attainment of F/S & KS1 Pupil Premium children in Writing & Maths.	A range of group intervention for targeted groups of Pupil Premium Children in both Reading and Writing.	Small group intervention will target specific literacy areas and provide an opportunity for Pupil Premium children appropriate guidance and support opportunities.	Senior staff will lead on the delivery of this literacy and Maths intervention and it will be given a high priority in ensuring that it is delivered regularly.	Enco Intervention Manager	End of April 2019
C. Improved progress and attainment of KS2 Pupil Premium children in Reading, Writing.& Maths.	A range of group intervention for targeted groups of Pupil Premium Children in both Reading and Writing.	Small group intervention will target specific literacy areas and provide an opportunity for Pupil Premium children appropriate guidance and support opportunities.	Senior staff will lead on the delivery of this literacy and Maths intervention and it will be given a high priority in ensuring that it is delivered regularly.	Enco, Maths Subject Leader, Intervention Manager	End of April 2019
Total budgeted cost					£30,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>D. Pupil Premium children accessing more learning opportunities by attending school on more school days and being on time more often.</p>	<p>Introduction of Action Tutoring 8.00 a.m. learning sessions for targeted Pupil Premium children during summer term. Monitoring of individual Pupil Premium children's attendance & punctuality record to ensure rapid intervention with support from the EWO and LA Early Help Team Financial subsidy for Pupil Premium children for attendance at Breakfast Club, After School Clubs and Learning Centre.</p>	<p>Action Tutoring has a proven track record of helping Pupil Premium children raise their level of progress and attainment. The 8.00 a.m. start will help ensure the children are in school on time ready for their learning. Early identification and support for children and families in terms of attendance and punctuality issues is important to ensure that poor patterns of attendance and punctuality do not become established. Financial support for children and families to access the full range of services provided by the school will increase the opportunities for learning for Pupil Premium children.</p>	<p>Action Tutoring attendance participation and progress will be monitored every six weeks. Intervention Manager meets with the EWO each half term and monitors the attendance and punctuality of pupils with the potential to slip below the 96% attendance threshold and to view punctuality records of pupils. Data will be analysed regarding the uptake of the various financial Pupil Premium benefits offered to see which are the most popular and to track any patterns over the year.</p>	<p>Enco Intervention Manager</p>	<p>End of April 2019</p>
Total budgeted cost					<p>£7,500</p>
6. Review of expenditure					
Previous Academic Year		2018-19			
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)	Total Cost	
<p>A. Improve attainment and progress of Pupil Premium children in Mathematics</p>		<p>100% and 91% of PP children achieving expected standard in Maths at KS1 and KS2 respectively. Progress of PP children v non PP children at the end of KS2 in Maths was -1.4 v -0.2</p>	<p>Continue to develop the teaching of Mathematics throughout the school. Data suggests that more work needs to be done for pupils who are above average within Mathematics at KS1 to ensure that a higher proportion attain Greater Depth at KS2 including higher proportion of Pupil Premium children. Continue to improve progress for PP children between KS1 and KS2.</p>	<p>£12,000</p>	
<p>B. Improve attainment and progress KS1 Pupil Premium children in Writing.</p>		<p>100% of PP attained the expected standard in Writing at the end of KS1.</p>	<p>More work required on the number of Pupil Premium children achieving Greater Depth especially in Writing and Mathematics</p>	<p>£12,000</p>	

<p>C. Improve progress and attainment of KS2 Pupil Premium children in Reading and Writing.</p>	<p>A range of group intervention for targeted groups of Pupil Premium Children in both Reading and Writing.</p>	<p><u>Reading:</u> 100% of PP children achieved the expected standard in Reading at the end of KS2.</p> <p>84% of non PP children achieved the expected standard in Reading at the end of KS2.</p> <p>Progress of PP children v non PP children at the end of KS2 in Reading was (-0.6 v - 0.1)</p> <p><u>Writing:</u> 100% of PP children achieved the expected standard in Writing at the end of KS2.</p> <p>95% of non PP children achieved the expected standard in Writing at the end of KS2.</p> <p>Progress of PP children v non PP children at the end of KS2 in Writing was (4.1 v 3.0)</p>	<p>More work required on the number of Pupil Premium children achieving Greater Depth in Reading.</p>	
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	
<p>D. Pupil Premium children accessing more learning opportunities by attending school on more school days and being on time more often.</p>	<p>Introduction of Action Tutoring 8.00 a.m. learning sessions for targeted Pupil Premium children during summer term. Monitoring of individual Pupil Premium children's attendance & punctuality record to ensure rapid intervention with support from the EWO and LA Early Help Team Financial subsidy for Pupil Premium children for attendance at Breakfast Club, After</p>	<p>Attendance of PP children 2018-19= 96.3%</p> <p>Attendance of non PP children 2018-19= 96.18%</p>	<p>Continue with provision and monitoring</p>	

	School Clubs and Learning Centre.			
				£16,000

Impact of Pupil Premium Strategy 2019-2020 updated January 2020

Pupil Premium funding is given to schools by central government to improve the achievement of disadvantaged pupils, diminishing the difference between the achievement of disadvantaged pupils and non-disadvantaged pupils nationally.

Reception – 0%

Year 1 – 13.8%

Year 2 – 10.7%

Year 3 – 7.1%

Year 4 – 16.6%

Year 5 – 16.6%

Year 6 – 15.4%

Whole School 16.6%

National 24%

How much Pupil Premium funding will we receive for the 2019-20 academic year?

£ Sept 2019 to March 2020 £33,510

£ April 2020 to August 2020 £11,370 **Estimated**

£44,880 in total Estimated

How will we spend the funding?

Additional teacher support in Year 6 £6,411

Additional teacher support in Year 5 £6,411

Additional teacher support in Year 4 £6,411

Additional teacher support in Year 3 £6,411

Additional teacher support in Year 2 £6,411

Additional teacher support in Year 1 £6,411

Additional teacher support in Year R £6,411

Pupil Outcomes 2019/2020

	Desired outcomes
A.	KS2 SATs data showing consistently high attainment for both Pupil Premium and Non Pupil Premium children.
B.	KS1 SATs data showing consistently high attainment for both Pupil Premium and Non Pupil Premium children.
C.	Improve the vocabulary of disadvantaged pupils so that they have a wider vocabulary that they have heard, can understand and can use
D.	Pupil Premium children attendance average and punctuality record being equal to the same levels of Non-Pupil Premium children.

Attainment of disadvantaged pupils throughout the school 2019/20 compared to their end of year targets.

	READING		WRITING		MATHS	
Reception 0 children		End of year target		End of year target		End of year target
Assessment tool: EYFS Data		ES+ % GDES %		ES+ % GDES %		ES+ % GDES %

Actions to address desired outcomes:

Y1 4 children		End of year target		End of year target		End of year target
Assessment tool: EYFS Data		BES 0 % WTES 25 % ES+ 75% GDES 25 %		BES 0 % WTES 25% ES+ 75% GDES 25%		BES 0% WTES 25% ES+ 75% GDES 25%

Actions to address desired outcomes:

Group intervention support –maths/English/phonics three times per week.
Stem sentences with key vocabulary to be used to help children explain their thinking clearly and precisely in maths.
Regular monitoring of attendance and punctuality records kept.

Y2 3 children		End of year target		End of year target		End of year target
Assessment tool: Interim Assessment Framework KS1		BES 33.3 % WTES 0% ES+ 66.6 % GDES 66.6%		BES 33.3% WTES 0% ES+ 66.6 % GDES 33.3%		BES 33.3% WTES 0% ES+ 66.6% GDES 66.6%

Actions to address desired outcomes:

Group intervention support –maths/phonics three times per week.
Stem sentences with key vocabulary to be used to help children explain their thinking clearly and precisely in maths.
Regular monitoring of attendance and punctuality records kept.

Y3 2 children		End of year target		End of year target		End of year target
Assessment tool: NFER		BES 0% WTES 50% ES+ 50% GDES 50%		BES 0% WTES 0% ES+ 100% GDES 0%		BES 0% WTES 0% ES+ 100% GDES 50%

Actions to address desired outcomes:

Group intervention support –maths/English five times per week

Disadvantaged pupils have for each subject focused vocabulary unit covers to support development of key words.

Regular monitoring of attendance and punctuality records kept.

Y4		End of year target		End of year target		End of year target
5 children		BES 0%		BES 0%		BES 0%
Assessment tool: NFER		WTES 0%		WTES 0%		WTES 0%
		ES+ 100%		ES+ 100%		ES+ 100%
		GDES 80%		GDES 20%		GDES 20%

Actions to address desired outcomes:

Differentiated planning for all subjects for all ability groups. Intervention for times tables two times per week.

Disadvantaged pupils have for each subject focused vocabulary unit covers to support development of key words.

Regular monitoring of attendance and punctuality records kept. One child to receive free after school care at 'Learning Centre.'

Y5		End of year target		End of year target		End of year target
5 children		BES 0%		BES 0%		BES 0%
Assessment tool: NFER		WTES 0%		WTES 0%		WTES 20%
		ES+ 100%		ES+ 100%		ES+ 80%
		GDES 60%		GDES 20%		GDES 60%

Actions to address desired outcomes:

Differentiated planning for all subjects for all ability groups. Intervention for spelling through Nessy computer program. One child to record learning on school laptop.

Disadvantaged pupils have for each subject focused vocabulary unit covers to support development of key words.

Regular monitoring of attendance and punctuality records kept. Letters sent to inform parent child's attendance and punctuality was below national average.

Y6		End of year target		End of year target		End of year target
4 children		BES 0%		BES 0%		BES 0%
Assessment tool: Interim Assessment Framework KS2		WTES 0%		WTES 25%		WTES 25%
		ES+ 100%		ES+ 75%		ES+ 75%
		GDES 50%		GDES 50%		GDES 25%
		National non disadvantaged 2018/2019 ES+ 78% GDES 31%		National non disadvantaged 2018/2019 ES+ 83% GDES 24%		National non disadvantaged 2018/2019 ES+ 84% GDES 31%

Actions to address desired outcomes:

Differentiated planning for all subjects for all ability groups. Intervention for maths three times per week/reading comprehension five times per week.

Disadvantaged pupils have for each subject focused vocabulary unit covers to support development of key words
Regular monitoring of attendance and punctuality records kept. Letters sent to inform parent child's attendance and punctuality was below national average.

Progress of disadvantaged Y6 pupils from the end of KS1 to the end of KS2 2019-2020 compared to the progress of non-disadvantaged pupils nationally 2020