



## Barlby Bridge Community Primary School Pupil Premium Strategy Statement

<b>1.Summary Information</b>			
<b>School</b>	Barlby Bridge Community Primary School		
<b>Academic Year</b>	2017/18	<b>Total PP budget</b> £60.390	
<b>Total number of pupils</b>	161	<b>Number of pupils eligible for PP</b> 49	<b>Date of External PP Review</b> November 2016

### Whole school 2016-17 overview

Reading, Writing & Maths – Yr6				Reading, Writing & Maths – Yr2				GLD			
Barlby Bridge CP	National Other	National Gap	School Gap	Barlby Bridge CP	National Other	National Gap	School Gap	Barlby Bridge CP	National Other	National Gap	School Gap
77%	58%	+12%	0	60%	64%	-4	4%	76%	71%	+5	0

### 2. Current Attainment Year 6- Pupil Premium-Autumn Term

Reading			Writing			Maths		
No of Pupils	Barlby Bridge CP	National	No of Pupils	Barlby Bridge CP	National	No of Pupils	Barlby Bridge CP	National
Working at			Working at			Working at		
4/10	40%	66%	2/10	20%	74%	2/10	20%	70%
Higher			Higher			Higher		
0/10	0%	19%	0/10	0%	15%	0/10	0%	17%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b>	
<b>A.</b>	Reading and maths progress for PP pupils across school
<b>B.</b>	Progress of low prior attaining PP pupils in KS1 and KS2.
<b>C.</b>	Progress of most able pupil PP pupils across school
<b>D.</b>	Progress of DSEN pupils eligible for PP funding
<b>E.</b>	Resilience, confidence and tackling the unknown for all Key Stages (PP and non-PP)

<b>External Barriers</b>	
<b>F.</b>	Low starting points for high proportion of PP pupils in school particularly in speech and language development –non-school Nursery attendees vulnerable group

<b>4.Outcomes</b>		
	Desired Outcomes and how they will be measured	Success Criteria
<b>A.</b>	Increased % of children making accelerated progress in reading and maths in KS1 and KS2.	Pupils eligible for PP make rapid progress by the end of the year so that the % of pupils reaching age-related expectations increases.
<b>B.</b>	Increased % of PP pupils with low prior attainment make accelerated progress to meet age related expectations in KS1 and KS2.	Pupils within lower prior attainment bands in EYFS and KS1 make rapid progress in KS1 and KS2 so that the % of these pupils reaching age-related expectations increases.
<b>C.</b>	Higher rates of progress across KS2 for higher attaining pupils eligible for PP	Pupils eligible for PP identified as high ability make accelerated progress so that the % of PP pupils working at GDS increases. Measured through moderation in KS2 including whole school work, cluster group and links North Star Teaching Alliance.
<b>D.</b>	DSEN progress is monitored and tracked effectively in order to ensure this group make progress in line with non-DSEN	Carefully selected research based interventions maximise progress of DSEN PP pupils.
<b>E.</b>	Increased % of pupils demonstrate a positive mindset and ability to reflect constructively upon their learning seen through pupil voice evaluations.	The ReflectED Metacognition programme becomes embedded in school and children develop the skills to overcome barriers to learning.
<b>F.</b>	Increased parental engagement in EYFS and improved transition between different settings into the EY2.	Improved transition to EY2 ensures increased percentage of pupils make good progress. Speech and language intervention in EYFS ensures increased percentage of pupils meet the GLD in 2017.

**5.Planned Expenditure 2017/18**

**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	Review
<p><b>A.</b> Increased % of children making accelerated progress in writing, reading and maths in KS1 and KS2.</p>	<p>Staff training on spelling and development of new approaches to teaching spelling.</p> <p>Continue to embed new approaches to reading/comprehension that develops the use of whole class texts and question level work linked to age related expectations.</p> <p>Begin to develop BBS as an outstanding reading school, embedding reading throughout.</p> <p>Staff training in maths leads to improvement in teaching of mastery and reasoning skills,</p>	<p>PP pupils are not making as much progress in KS1 and KS2 in maths, writing and reading.</p> <p>Although the percentage of pupils making expected and better than expected progress in Y6 last year has improved; ( reading 70% at ARE, writing 70% ARE, maths 60% ARE) for the previous two years it has been significantly below national figures.</p> <p>Gaps have not closed significantly enough in KS1 and school is below national.</p>	<p>English and maths lead to monitor progress on a half-term basis.</p> <p>Focused six weekly pupil progress meetings track pupils whose attainment places them into a vulnerable for underachievement category.</p> <p>Tracking data of expected/ exceeding progress for PP compared to non PP</p> <p>Staff Meetings/Moderation in maths and reading</p> <p>Subject leader analysis of reading and maths assessments are carried out more frequently and are evidence based.</p> <p>Parental feedback</p>	<p>English and maths lead</p> <p>Headteacher and DHT</p>	<p>March 18</p>

	confidence in using bar modelling approaches and active learning techniques. White Rose and Maths No Problem materials as a resource.				
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<p>C. Higher rates of progress across KS2 for higher attaining pupils eligible for PP</p>	<p>Higher ability pupils need to receive targeted teaching and support in order to ensure an increased percentage currently meeting ARE are working at GDS by the end of the academic year.</p>	<p>Sutton Trust state the focus upon using PP funding to support all children, with particular focus upon more able learners.</p> <p>The NACE (National Associated for Able Children) website has examples of how some schools have used the PP to support wider provision for more able pupils and individualised support e.g. funding to enable children to attend relevant courses and extra-curricular activities and individualised support (e.g. mentoring, one to one tuition).</p>	<p>Staff moderation and meetings</p> <p>Pupil progress meetings half termly</p> <p>Monitor impact of teacher led groups which focus upon targeting teaching at most able pupils- meetings with teachers to ensure this feeds into classroom practice.</p> <p>Use of able maths and writers workshops through school cluster group.</p> <p>SLT oversee impact of teaching and learning upon most able through monitoring. Lines of enquiry linked to this group when triangulating evidence.</p>	<p>Headteacher</p> <p>Deputy Headteacher</p> <p>SLT</p> <p>SENCO</p>	<p>March 18</p>
				<p><b>Cost: £10,500</b></p>	

<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>Review</b>
<b>A.</b> Increased % of children making accelerated progress in reading and maths in KS1 and KS2.	<p>1:1 and Small group provision</p> <p>Use of catch up literacy intervention.</p> <p>Paired reading support.</p> <p>Introduce structured research based intervention.</p> <p>Targeted small group tutor sessions.</p>	Some of the pupils need targeted support to catch up due to significant attainment gaps in certain year groups. Programmes selected have been evaluated and shown to be effective by the EEF.	<p>Organisation of timetable to ensure staff delivering provision have sufficient delivery time.</p> <p>Structured and effective training for support staff leading interventions.</p> <p>Intervention data analysis.</p> <p>Pupil voice questionnaires.</p>	<p>English and maths leads.</p> <p>Class Teachers</p>	Spring 2018
<b>B.</b> Increased % of PP pupils with low prior attainment make accelerated progress to meet age related expectations in KS1 and KS2.	<p>Review of intervention provision</p> <p>Whole staff training- Maximising the Impact of teaching assistants.</p> <p>Focused work with teachers and teaching assistants based upon effective support for PP learners.</p>	Research conducted by the British Educational Research Association found a negative relationship between the amount of TA support received and the progress that children made. The MITA training is a structured approach to the deployment of teaching assistants based upon research studies relating to adapting practice in order to ensure	<p>Intervention training selected using evidence of effectiveness from EEF</p> <p>Staff Meetings to deliver training.</p> <p>Peer observations to embed learning.</p> <p>Book scrutiny and Pupil Conferencing.</p>	<p>SENCO</p> <p>PP Lead</p> <p>Head</p> <p>Phase Leaders</p>	May 18

		<p>it has greatest impact.</p> <p>These recommendations have come from research by EEF.</p>			
<p><b>C.</b> Higher rates of progress across KS2 for higher attaining pupils eligible for PP</p>	<p>Weekly small group sessions in maths, reading for high-attaining pupils led by an experienced teacher- in addition to first quality wave 1 teaching. Close liaison between both teachers in order to ensure impact of sessions within whole class learning.</p> <p>Weekly small group sessions in maths and reading for W3 pupils with experienced teacher and TA.</p>	<p>We want to provide extra support to raise % of high attainers. Small group interventions with high quality staff have been shown to be effective, as discussed in reliable sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Targeted teacher time support</p> <p>Impact overseen by English/Mathematics Lead</p> <p>Teaching assistant CPD</p> <p>Staff Meeting/ Moderation/ Selby school cluster Moderation Meetings</p> <p>Pupil premium monitoring of targeted more able pupils (six weekly)</p>	<p>Maths and English lead</p> <p>Class teachers</p>	<p>April 18</p>
<p><b>D.</b> DSEN progress is monitored and tracked effectively in order to ensure this group make progress in line with non-DSEN</p>	<p>Use of MITA project- effective use of teaching assistants. Research from Education Endowment Trust related to effective use of Teaching assistants.</p> <p>Introduce research</p>	<p>The Education Endowment Foundation recommends schools should use TAs to deliver high-quality one-to-one and small group support using structured interventions. In addition is recommended that schools adopt evidence-based</p>	<p>Use research from EEF to select interventions which have been researched to have most impact and train TAs accordingly.</p> <p>English and maths lead + SENCO to observe TAs conducting interventions in order to ensure consistent approach.</p>	<p>Headteacher</p> <p>SLT and SENCO</p> <p>Class teachers</p>	<p>March 2017</p>

	<p>based interventions- monitor impact every six weeks.</p> <p>Develop lesson study model with TAs to further develop skills and practice.</p>	<p>interventions to support</p> <p>Explicit connections should be made between interventions and classroom practice.</p>	<p>Monitoring of before and after intervention data and whole school tracking analysis.</p>		
<b>Total budgeted cost</b>					£29,862

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chose action/approach</b>	<b>What is the evidence/rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review</b>

<p><b>E.</b> Increased % of pupils demonstrates a positive mindset and ability to reflect constructively upon their learning seen through pupil voice evaluations.</p>	<p>Metacognition principles are embedded in all aspects of learning.</p> <p>Tagging system of learning reflection implemented as part of whole school marking and feedback policy.</p> <p>Undertake academic resilience project with NYCC.</p>	<p>Meta-cognition and self-regulation approaches have consistently high levels of impact. The evidence (EEF) indicates that teaching these strategies can be particularly effective for low achieving and older pupils. We want to implement the ReflectED programme that was trialled by the EEF and was shown to have an average gain of four months progress.</p> <p>Better self-reflection of own learning from pupils will feed into teacher assessment and support pre and post teaching .</p>	<p>Whole staff training led by senior leaders in order to raise profile of approach throughout school.</p> <p>Lesson monitoring.</p> <p>Pupil conferencing.</p> <p>Book scrutiny and monitoring of learning reflections.</p>	<p>Headteacher and Deputy Headteacher</p>	<p>June 18</p>
<p><b>F.</b> Increased parental engagement in EYFS and improved transition between different settings into the EY2.</p>	<p>All parents to have opportunity to share PP individual passports and receive practical advice relating to how to support their child at home.</p> <p>EYFS teacher to trail use of additional parent sessions and monitor</p>	<p>EEF toolkit gives parental engagement gain of 3 months.</p> <p>Research published by the Nuffield Foundation have stated that private and voluntary sector Nurseries need better disadvantaged pupils.</p>	<p>Records of parental engagement in open mornings and information sessions.</p> <p>Records of parental engagement completed on PP passport.</p> <p>Parental questionnaires</p> <p>Pupil progress meetings.</p> <p>Phase meeting minutes</p>	<p>EYFS lead EYFS staff</p>	<p>June 18</p> <p>July 18</p>

	<p>impact of control group.</p> <p>Nursery teacher to meet staff in other settings to try to develop consistency of teaching between school and private nursery- our data indicates children who attend our Nursery have higher starting point in EY2.</p> <p>EYFS leader to develop work with other settings at the end of the year in order to ensure an effective transition.</p> <p>Use of PP funding to support speech and language development in the early years.</p> <p>Development of phase teams and sharing of practice.</p>	<p>The study, by researchers at the University of Oxford, analysed data relating to 1,079 private, voluntary (non-profit-making) and independent nurseries and 169 state-maintained nursery schools in England.</p> <p>The study found the tendency for quality to be lower in disadvantaged areas only applied to private, voluntary and independent nurseries and not to maintained schools.</p> <p>EYFS profile and baseline data indicates PP children start school significantly below in speaking and listening areas.</p>	<p>Records of transition meetings between settings/ discussions with staff during pupil progress meetings.</p> <p>Observations of TAs delivering speech and language support.</p>		
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<p><b>A.</b> Increased % of children making accelerated progress in reading and maths in KS1 and KS2.</p>	<p>Introduce breakfast club provision in order to improve attainment outcomes by increasing the number of children who eat a healthy breakfast.</p>	<p>Education Endowment Foundation research relating to the impact of a before school breakfast club. The provision of the club led to an improvement of KS1 outcomes of around two months' progress. Growing Up in Yorkshire surveys 2016 indicate 25% of our children (Y2) come to school without eating breakfast compared to 2% in North Yorkshire and 18% of Y6 compared to 5% in North Yorkshire.</p> <p>Focus breakfast club around paired reading strategies.</p>	<p>Ensure teachers oversee the club and provide opportunities for additional reading through attending.</p> <p>Provide significantly reduced cost for children in receipt of PP funding and approach parents to try to ensure most vulnerable learners attend.</p> <p>Before and after survey- use Growing Up in NY info.</p> <p>Tracking data comparisons- half termly impact upon children attending the club.</p>	<p>HT and DHT Teachers and TAs – AL and SW</p>	<p>July 18</p>
<b>Total budgeted cost</b>					<b>£5000</b>

<b>6.Review of Expenditure</b>				
Previous Academic Year <b>2016/17</b>				
<b>i.Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

		appropriate.		
Teacher led catch up programme in KS2	To employ a teacher to lead intervention and booster work.	Increased percentage of children making MTEP (2+ points per term.) • Increased percentages of children working at ARE in KS2.	Year 4-6 points progress 6.2+ in RWM <b>Target KS1 and Year 3 next academic year</b>  Although good impact this was a high cost approach. We have analysed data and info related to coverage last year. Where strategies had the highest impact, such as specifically targeted boosters supported by subject leads, we have used this information when formulating the timetable this year.	<b>£22017</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved attainment of PP Pupils across school	Specific TA led boosters.  Teacher employed 1 day per week	Medium: Progress of Y6 PP pupils in writing, maths and reading was rapid.  However progress was not as strong for this group in KS1 and lower KS2.	Ensure that where spending is being used for booster sessions that support is targeted specifically at closing gaps for PP groups and that progress is evident.	<b>£17674</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on	<b>Lessons learned</b> (and whether you	<b>Cost</b>

	<b>action/approach</b>	pupils not eligible for PP, if appropriate.	will continue with this approach)	
Progress of children working below ARE.	Targeted intervention	Progress of children working below ARE has not been as rapid and gaps have not closed significantly enough.	School needs to continue with evidenced based approach to interventions using EEF toolkit and evaluate this regularly. Pre and post teach will continue to be used to support children in accessing wave 1 teaching. Children to use metacognitive approaches to self assess. This to feed into pre and post teach.	<b>£15,548</b>

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<b>7.Additional Information</b>				
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Our full strategy document can be found online at: <a href="http://www.barlbybridge.n-yorks.sch.uk">www.barlbybridge.n-yorks.sch.uk</a>				
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