



Barby Bridge Community Primary School Pupil Premium Strategy Statement

1.Summary Information			
School	Barby Bridge Community Primary School		
Academic Year	2018/19	Total PP budget £64,588	
Total number of pupils	184	Number of pupils eligible for PP 45	Date of External PP Review November 2016

Whole school 2016 overview

Reading, Writing & Maths – Yr6 (10 Pupils)				Reading, Writing & Maths – Yr2 (9 Pupils)				GLD (3 Pupils)			
Barby Bridge CP	National Other	National Gap	School Gap	Barby Bridge CP	National Other	National Gap	School Gap	Barby Bridge CP	National Other	National Gap	School Gap
60%	TBC	TBC	TBC	33.3%	TBC	TBC	TBC	33.3%	TBC	TBC	TBC

Year Group	Number of Pupils	Reading		Writing		Maths		GPS	
		WA+	GDS	WA+	GDS	WA+	GDS	WA+	GDS+
EYFS (on entry)	10	10%	0%	10%	0%	10%	0%	NA	NA
YR 1	5	60%	20%	60%	20%	60%	20%	Phonics target: 80%	
YR 2	6	50%	17%	33%	0%	50%	17%	33%	0%
YR 3	10	44%	10%	33%	10%	44%	10%	44%	10%

YR 4	7	28%	14%	28%	0%	28%	0%	14%	0%
YR 5	6	33%	0%	17%	0%	17%	0%	33%	0%
YR 6	6	50%	17%	50%	17%	50%	17%	33%	0%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Progress of low prior attaining PP pupils in reading, writing and maths in KS1 and KS2.
B.	Progress of most able PP pupils across school
C.	Progress of SEND pupils eligible for PP funding
D.	Resilience, confidence and emotional well-being for pupils in receipt of PP funding

External Barriers	
E.	Low starting points for high proportion of pupils eligible for PP funding, particularly in speech, language and vocabulary development
F.	Attendance rates for pupils eligible for PP are 94.81% and the percentage of pupils with persistent absence is 17% which is significantly above national figures. This reduces their school hours and impacts upon the progress being made.

4.Outcomes		
	Desired Outcomes and how they will be measured	Success Criteria
A.	Higher rates of progress across KS1/KS2 for pupils eligible for PP funding working in lower prior attainment bands.	Pupils within lower prior attainment bands receive targeted support and tailored provision in KS1 and KS2. Careful tracking and monitoring ensures pupils make accelerated progress . Increased percentage attaining EXS in KS1 and KS2.
B.	Higher rates of progress across KS1/ KS2 for high 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. Increased focus upon PP eligible pupils accessing curriculum content in the GDS bands. Pupils receive targeted support, additional teaching provision through pre/post teach sessions and extra curricula enrichment opportunities. Moderation across the cluster evidences increased % of PP eligible pupils working at GDS.
C.	SEND progress is monitored and tracked effectively in order to ensure this group make progress in line with non SEND.	Use of new tracking systems for SEND pupils evidences progress more effectively. Pupils with SEND needs make good progress in line with their

		peers. Carefully selected research based interventions maximise progress of SEND PP pupils.
D.	Emotional well-being support enables pupils identified with additional needs to access lesson content successfully and make good progress.	Whole staff focus upon needs of most vulnerable pupils and target adults are identified across the staff team. Pupils in receipt of PP funding with complex needs receive targeted support and this impact upon the progress being made in lessons. Use of calming spaces in school and focus upon mindfulness increased PP independence in accessing the curriculum.
E.	Improve language acquisition and vocabulary skills for pupils eligible for funding in EYFS, KS1 and KS2.	Pupils eligible for PP funding receive targeted language support and intervention. The % of PP meeting GLD rises in 2019 and pupils in receipt of funding make MTEP progress.
F.	Increased attendance rates for pupils eligible for PP funding.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance increases to at least 95.5%.

5.Planned Expenditure 2018/19					
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
A. 1. Increased % of PP making accelerated progress in reading, writing and maths in KS1/2.	Pupils receive targeted pre and post teaching in addition to whole class teaching. Teachers work closely with teaching assistants to monitor progress of whole class. Intervention analysis informs pre teach sessions and adaptations to daily classroom practice. KS1 staff receive training on	Evidence suggests that pupils progress is maximised by quality first classroom teaching; enhancing access to this through pre/post teaching is the desired approach. EEF recognises that setting and streaming practices may undermine low attainers' confidence, and discourage the belief that attainment can be improved through effort. Use of pre/post teach sessions will	Senior and phase leads to monitor use of pre/post teaching. Focused six weekly pupil progress meetings track pupils whose attainment places them into a vulnerable for underachievement category. Tracking data of expected/ exceeding progress for PP compared to non PP Lesson monitoring focused upon	Phase leads Senior leadership team SENDco (intervention data)	Feb 19

	<p>the word gap project and embed principles across the curriculum.</p> <p>Focus upon teaching of vocabulary across the curriculum in KS2 raises pupils acquisition of high order vocab and language skills.</p>	<p>allow an increased percentage of pupils to access whole class provision and also means teachers use formative assessment evidence to respond to pupils need.</p> <p>Hart and Risley study- 1995. 'Over 4 years, researchers recorded that an average child in a professional family accumulated experience of almost 45 million words; in a working class family, 26 million words; and in a family receiving welfare, 13 million words.</p>	<p>word gap project in EYFS/ KS1 and use of higher order vocabulary across the curriculum in KS2.</p> <p>Subject leader monitoring of use of teaching of technical vocabulary.</p>	<p>Phase leaders and curriculum leaders</p>	
				<p>Cost £7000</p>	

<p>B Higher rates of progress across KS2 for higher attaining pupils eligible for PP</p>	<p>More able pupils and those working securely at ARE will receive targeted teaching and support in order to increase percentage working securely within GDS. Attainment will be evidenced through statutory and summative assessment.</p> <p>Pupils working at and on the cusp of GDS will receive specialist booster support, additional focus teaching and extra curricula provision through invite only mastery and greater depth sessions.</p> <p>Teachers and teaching assistants meet regularly to discuss provision for more able and impact of approaches upon pupil progress and attainment.</p> <p>Teachers will be trained to maximise the impact of guided reading, maths and writing sessions upon pupils working within GDS bands- shared practice local schools and staff training on mastery and GDS Jan 2018.</p>	<p>Sutton Trust (2018) recognises pupils from disadvantaged backgrounds are less likely to be in the top 10% for attainment in English and maths at the end of KS2. Recommended approaches include specialist targeted teaching, differentiated support and use of higher order vocabulary.</p> <p>We plan to use the skills of the specialist and experienced teaching team to provide targeted provision, teaching and extension tasks.</p> <p>Pupils in receipt of funding will receive specialist teaching in addition to first quality provision through booster work and lunch time extra curricula provision including access to a drama club to further enhance speaking, listening and vocabulary skills.</p>	<p>Regular pupil progress meetings will focus upon attainment and progress of higher attaining PP pupils. Discussions with staff will lead to adapted and enhanced provision for pupils in receipt of additional funding.</p> <p>Extra-curricular invite only clubs will be used to embed depth, breadth and mastery activities and provide additional opportunity for pupils to apply knowledge and understanding outside the curriculum.</p> <p>Monitor use of booster support to deliver objectives linked specifically to more able concepts in maths, reading and writing.</p> <p>Senior and phase leads to monitor frequency and quality of pre/post teach sessions directed targeted at more able PP pupils.</p> <p>Use of metacognition approaches including coloured extension trays is monitored with focus specifically upon more able pupils eligible for funding.</p>	<p>HT/ DHT</p> <p>Phase leaders</p> <p>SENDco</p>	<p>Feb 19</p>
				<p>Cost: £11000</p>	

<p>D Emotional well-being support enables all pupils to make good progress across the curriculum.</p>	<p>Staff are trained in principles of Academic Resilience. Whole school curriculum focus upon developing emotional well-being, healthy lifestyles and resilience.</p> <p>Pupils are taught to reflect upon future aspirations and careers through a curriculum which emphasises achievement and life chances. Focus upon careers and aspirational people is embedded through curriculum focus days.</p> <p>All staff develop the skills and capacity to support children with the development of academic resilience. Children make good progress against starting points despite adversity.</p> <p>Enhance school environment and further develop children's leadership skills.</p>	<p>Research by Public Health England November 2014 supports the link between pupil health and wellbeing and attainment:</p> <p>'Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.'</p>	<p>Monitor use of 'Planning for potential' document to ensure focus upon emotional well-being in all aspects of the curriculum.</p> <p>Monitor uptake of leadership roles for all pupils including Equality Team, School Council, Sports Leaders, Computing Leaders. Ensure children from disadvantaged groups are well represented.</p> <p>Staff training focused upon academic resilience and targeted provision for vulnerable pupils. School environment is further enhanced to enable all pupils to ensure spaces are available to support the SEMH of all pupils.</p> <p>Embed use of vulnerability pyramids across school and ensure regular updates lead to rapid identification and information sharing for the most vulnerable pupils with SEMH needs.</p> <p>SEMH TA to lead 1:1 intervention session with pupils at the highest point of the pyramid. Review pyramids and amend SEMH focus children monthly (or more regularly in response to need.)</p> <p>Introduce pupil SEMH assessment to</p>	<p>G Dyer</p> <p>Teaching staff</p>	<p>Feb 19</p>
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			identify areas of need and ensure 1:1 support is focused upon addressing specific need. Use before and after evidence to monitor impact.		
				£2000	
E	<p>Improve language acquisition and vocabulary knowledge and application in EYFS, KS1 and KS2.</p> <p>Focus upon development of higher order vocabulary through first quality teaching. Pupils in EYFS and Y1 to be taught 5-6 tier three words weekly in order to improve early language acquisition and vocabulary skills.</p> <p>Develop use of tier 2 and 3 vocabulary in Y2- 6 through first quality teaching. Focus upon higher order vocab through the editing process.</p>	<p>Research studies, including recent findings by University Press evidence a significant word gap in schools which is known to have an adverse effect upon future life choices.</p>	<p>Ks1 teachers to receive Word Gap training led by NYCC- EY lead to disseminate this further in school following successful implementation in EYFS.</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	Review
<p>A. Increased % of PP making accelerated progress in reading, writing and maths in KS1/2.</p>	<p>Additional focused intervention through Catch Up Literacy/ Numeracy programmes ensure pupils make MTEP.</p> <p>Use of Writing crew intervention to pupils in Y4 working significantly below ARE.</p>	<p>The EEF toolkit recommends the use of timely, evidence based interventions led by qualified staff as the most effective use of interventions support.</p>	<p>Analysis of intervention data indicates pupils make rapid progress; this leads to increase access to year group lesson content.</p> <p>Whole staff moderation/ cluster moderation evidences increased % of pupils meeting age related expectations.</p>	<p>SENDco</p> <p>Maths and English leads</p>	<p>Jan 2019</p>
<p>C. The progress of pupils in receipt of PP funding with identified SEND is evidenced more accurately and next steps are carefully planned in order to maximise impact of provision.</p> <p>Increased % of PP pupils meet ARE in KS1/2</p>	<p>Adaptations to tracking of SEND pupils enables accurately measuring of progress and achievement of individuals with additional learning needs. (SEND PP progress is lower in certain cohorts.)</p>	<p>Research through the Rochford Review has led to a final version of PKS for KS1/2. It is important that progress of pupils with SEND is more carefully tracked in school as currently progress rates are not sufficiently demonstrating achievement of this group of pupils.</p>	<p>SENDco to attend training on the PKS led by North Yorkshire County Council and disseminate to whole staff through training.</p> <p>SENDco to monitor provision for SEN pupils through scrutiny of SEND and Pupil Premium passport provision. Ensure that close monitoring of intervention data leads to pupils making rapid progress.</p> <p>Whole staff focus training led by SENCO upon SEND expectations. Focus upon ensuring parents/ carers are well informed of pupils next steps and that targeted provision leads to accelerated progress through use of SEND provision maps, pupil voice aspects and individual target setting.</p>	<p>SENDco</p>	<p>March 19</p>

<p>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/ North star Alliance 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>March 19</p>

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

<p>E. Attendance rates for pupils eligible for PP are 94.81% and the percentage of pupils with persistent absence is 17% which is significantly above national figures. This reduces their school hours and impacts upon the progress being made.</p>	<p>Rigorous attendance management procedures and policies implemented.</p> <p>Breakfast club provision.</p> <p>Magic Breakfast funding.</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>Monitor uptake of PP places at breakfast and after school club.</p> <p>Attendance monitoring of PP and vulnerable-attendance action planning.</p> <p>Governor attendance monitoring.</p>	<p>Headteacher and Deputy Headteacher</p>	<p>March 2019</p>
Total budgeted cost					£5000

6. Review of Expenditure				
Previous Academic Year 2017-18				
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

Raise attainment in maths and English through teacher led interventions.	To employ a teacher to lead intervention and booster work for three days each week.	<p>Medium: Progress rates- expected = 6 points.</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y6</td> <td>5.6</td> <td>8.4</td> <td>8.4</td> </tr> <tr> <td>Y5</td> <td>6.3</td> <td>7.5</td> <td>6</td> </tr> <tr> <td>Y4</td> <td>6.6</td> <td>6.5</td> <td>6.9</td> </tr> <tr> <td colspan="4">Average progress gain: 6.9 points</td> </tr> </tbody> </table>		R	W	M	Y6	5.6	8.4	8.4	Y5	6.3	7.5	6	Y4	6.6	6.5	6.9	Average progress gain: 6.9 points				Although good impact this was a high cost approach. Decision has now been made to employ teacher for one day each week. We have analysed data and info related to coverage last year. Where strategies had the highest impact, we have used this information when formulating the timetable this year.	£22017
	R	W	M																					
Y6	5.6	8.4	8.4																					
Y5	6.3	7.5	6																					
Y4	6.6	6.5	6.9																					
Average progress gain: 6.9 points																								

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
Improved attainment of PP Pupils across school	Contribution of class teacher to reduce class size.	Medium: Progress of Y5 PP pupils in maths and reading was rapid however writing progress was not as strong for this group.	Ensure that where spending is being used to reduce class sizes that time and support is targeted specifically at closing gaps for PP groups.	£17674

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
Progress of children working below ARE.	Targeted intervention	Medium-low:- see impact report 2015-16.	School needs to now adopt an evidenced based approach to interventions using EEF toolkit. Pre and post teach will be used to support children in accessing wave 1	£15,548

			teaching.	
7.Additional Information				
Our full strategy document can be found online at: www.barlbybridge.n-yorks.sch.uk				