



Pupil Premium Plan 2019-2020

1. Summary information

School	Barnfields Primary School				
Academic year	2019/2020	Pupil Premium Grant (PPG) received per pupil	£1,320 £2,300 (LAC)	Indicative PPG as advised in School Budget Statement	£38,000
Total number of pupils	430	Number of pupils eligible for PPG	22	Actual PPG budget	£ TBA

2. Key priorities

This strategy report outlines our intentions on how we are going to direct the Pupil Premium Grant. These reflect the recommendations from the NFER 'Supporting the Attainment of Disadvantaged Pupils: articulating success and good practice' and the needs of the pupils in the setting. This academic year, the school has been allocated an indicative amount of £38,000. The way in which money is going to be spent on our learners reflects those barriers to educational achievement faced by pupil premium learners at Barnfields Primary School.

Five priorities have been identified:

- Quality of teaching to ensure accelerated progress.
- Difficulties with independent learning behaviours and the ability to interact with peers.
- Difficulties with the emotional well-being with some pupils who access the PPG
- Some pupils are unable to access enrichment curricular activities due to cost implications.



3. Barriers to future attainment (for pupils eligible for PPG)

Academic barriers

A	Quality of teaching in English to ensure accelerated progress.
B	Difficulties with independent learning behaviours (lack of attention, motivation, resilience, easily distracted, stamina), and the ability to interact with peers successfully.

Additional barriers (including issues which also require action outside the school)

C	Difficulties with the emotional well-being with some pupils who access the PPG – insecurity with relationships, attention-seeking behaviours.
D	Some pupils are unable to access enrichment curricular activities due to cost implications.

4. Intended outcomes (specific outcomes and how they will be measured)

Success criteria

A	All whole class teaching to be good or better. Create richer, more purposeful learning experiences in reading and writing for all pupils, resulting in the delivery of quality, progressive lessons by skilled staff.	Quality teaching will enable the PP pupils to diminish the difference between themselves and their peers.
B	Learning behaviour difficulties of specific pupils to be addressed, enabling them to drive own learning and collaborate effectively with others.	PP pupils will have the confidence to interact with their peers as part of small groups as well as part of the class. This will help them to understand how to lead their own learning. Outcomes for supported pupils will improve in line with peers.



C	Emotional well-being of pupils to be supported.	PP pupils will feel happier and safer in themselves. They will feel confident in knowing how to go about dealing with an emotional issue, including knowing who to turn to for advice. HOPE (Helping Our Pupils Emotions) will be offered to further support pupils that are having difficulties.
D	PP pupils can access all enrichment activities provided by the school.	Financial barriers will not stop the pupils from accessing a full and rich curriculum available to their peers. The pupils are able to take greater advantage of enrichment activities in and out of school (e.g. school trips and residential, music lessons, dance lessons, sports activities).

5. Planned expenditure

Academic year 2019-2020

i. Quality of Teaching

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead	How will you ensure that it is implemented well?
Enhance and develop the English curriculum, with a particular focus on writing.	Raise attainment and progress of PP pupils in English so that they attain in line with their peers nationally, particularly at the 'expected	Quality first teaching will address the issue of poor oracy/spelling and a lack a vocabulary that impacts on writing standards.	Deputy Headteacher	Evidence of impact will be overseen by SLT through rigorous data analysis, work sampling and termly pupil progress meetings.



	standard'.			
Continue to implement a 'coaching' programme across the school on a termly basis, sharing best practice.	In all lessons, the pupils make good or better progress.	Focus on high-quality teaching, developing the skills and knowledge of the staff (including TAs).	Deputy Headteacher	Evidence of impact from coaching notes, followed by performance management observation feedback.
Invest in a PSHE/Health and Wellbeing Curriculum (including the statutory Relationships and Health Education) that will help pupils prepare for future life.	The school will foster good relationships and well-being for pupils. Teachers will feel more confident in teaching well-structured, progressive lessons that enable pupils to learn about their ever changing world.	Better personal, social, emotional and relationship skills positively impacts on the learning capacity of pupils.	Deputy Headteacher	Discussions with teaching staff and pupils. Evaluation of the teaching programme.
Anticipated expenditure	£8,000			
ii. Targeted support				
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead	How will you ensure that it is implemented well?



<p>The emotional well-being of targeted PPG pupils will be addressed.</p>	<p>PP pupils will feel happier and safer in themselves. They will feel confident in knowing how to go about dealing with an emotional issue, including knowing who to turn to for advice.</p>	<p>Pupils with issues linked to their emotional wellbeing are more likely to fall behind in their learning than others. This academic year, we will providing training for another member of support staff to enable more pupils to access the programme. In doing this, we will create more nurture sessions for vulnerable pupils, whether on a short or long term basis.</p>	<p>Deputy Headteacher</p>	<p>Continue to observe 'down time' as well as discussions with staff relating to specific PP pupils. Discussion with members of staff who lead and implement the HOPE/nurture programme.</p>
<p>PPG pupils to access support from external agencies (if necessary).</p>	<p>PPG to get the right, professional support when needed.</p>	<p>Have an individualised approach to addressing barriers to learning and emotional support. Every effort will be made to tailor programmes accordingly (behaviour support, SEN assessments such as dyslexia, mental health support for LAC pupils if required, education psychologists.).</p>	<p>Deputy Headteacher</p>	<p>Looking at patterns in attendance, behaviour concerns of academic progress (2019-2020)</p>
<p>Anticipated expenditure</p>	<p>£20,500</p>			
<p>iii Other approaches</p>				
<p>Action</p>	<p>Intended outcome(s)</p>	<p>What is the evidence and rationale for this choice?</p>	<p>Staff lead</p>	<p>When will you implementation?</p>



Ensure that pupils have access to rich curriculum experiences.	All PPG pupils will access a full and rich curriculum with their peers. Also, opportunities will be widely available to access activities such as any residential/school trips or experiences.	Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.	Deputy Headteacher	As required on a half-termly basis.
Subsidise/pay for the school uniform/PE kit (and resources) of PPG pupils.	Parents of those pupils who received the PPG will be supported with purchasing required school uniform.	Active engagement of parents in supporting their pupil's learning at school.	Deputy Headteacher	As required.



Provide an outdoor learning environment on the school grounds.	PPG children will have access to an allotment/gardening area that will be used to enhance their learning.	Learning outside of the classroom contributes to raising standards and leads to an improvement in pupils' personal, social and emotional development.	Deputy Headteacher	Summer 2020.
Anticipated expenditure	£9,500			