



Pupil Premium Strategy Statement 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)	Actual PPG budget	£37, 800
Total number of pupils	430	Number of pupils eligible for PPG	22		

2. Current attainment

End of Key Stage Two Assessment 2018-2019	<i>Pupils at Barnfields eligible for PP (5 pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
Achieving required expectations in reading, writing and maths	60%	65%
Achieving required expectations in reading	100%	73%
Achieving required expectations in writing	80%	78%
Achieving required expectations in mathematics	80%	79%

Attainment of current Pupil Premium children

Reading			Writing			Maths		
Below	Age-Related	Greater Depth	Below	Age-Related	Greater Depth	Below	Age-Related	Greater Depth
50%	50%	35%	50%	50%	15%	30%	70%	15%

Progress of current Pupil Premium children

Reading			Writing			Maths		
Not Achieving Expected Progress	Achieving Expected Progress	Exceeding Expected Progress	Not Achieving Expected Progress	Achieving Expected Progress	Exceeding Expected Progress	Not Achieving Expected Progress	Achieving Expected Progress	Exceeding Expected Progress
20%	80%	30%	30%	70%	30%	20%	80%	30%



3. 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.

4. 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.

5. 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).



6. 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?	Actual Outcome:	Cost:
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 standard'.	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.	Literacy First conducted an audit of the English Curriculum at Barnfields in Autumn 2, identifying strengths and areas for development. Teachers received training on planning from a text and the modelling process to support the children's writing process. Since then, the design of the English curriculum has changed and led to a focus on high-quality texts, enabling them to demonstrate flair and effective writing composition.	£9800
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.	Phase Leaders have been appointed and have organised for teachers in their team to observe each other's practice. This was halted due to the school's partial closure and has not seen the impact that was desired.	-
Invest in a PSHE/Health and Wellbeing Curriculum (including the statutory	The school will foster good relationships and well-being for pupils. Teachers will	Better personal, social, emotional and relationship	Deputy Headteacher	Discussions with teaching staff and pupils.	Jigsaw has been purchased and is now being used in every year group to ensure effective delivery of the	£2,400



Relationships and Health Education) that will help pupils prepare for future life.	feel more confident in teaching well-structured, progressive lessons that enable pupils to learn about their ever-changing world.	skills positively impacts on the learning capacity of pupils.		Evaluation of the teaching programme.	Relationships, Health and Sex Education (RSHE). There is now dedicated time in the school week to teacher RSHE. Teachers are more confident in teaching the subject, especially in relation to teaching subjects that are more sensitive. As the scheme is newly implemented, the impact on pupils (particularly their emotional literacy) is yet to be determined.	
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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?	Actual Outcome:	Cost:
The emotional well-being of targeted PPG pupils will be addressed.	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.	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.	Deputy Headteacher	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.	The HOPE/nurture programmes are continuing to have a positive impact on the children who are targeted to receive this support. This year, there has been an increasing need for this provision due to the complex needs of some of the children at the school. There will be a continued investment in supporting this approach. Another member of staff has been trained to reduce the waiting list of children requiring support.	£9,700



					In addition to this, part of the funding was used to employ a 1:1 teaching assistant during lunchtime to support an entitled PP child.	
PPG pupils to access support from external agencies (if necessary).	PPG to get the right, professional support when needed.	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.).	Deputy Headteacher	Looking at patterns in attendance, behaviour concerns of academic progress (2019-2020)	Some of the PP children access external support agencies for behaviour support/SEN support. Subscription to Nasan (organisational silver) for SENCO.	£160



iii Other approaches

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual Outcome:	Cost:
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.	All PP children have been able to access learning experiences provided by the school. This has included workshops, school trips, dance, music lessons and a residential. Additional funding was allocated to purchase additional maths resources for the children to access in the classroom, supporting the mastery approach that has been adopted by the school.	£1400 £4700
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.	Additional PE kits have been purchased and will be kept in school for any children who do not have a PE kit.	£300



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.	An allotment/gardening area has started to be constructed on the school grounds but has been delayed due to the school's partial closure. Work is continuing on this project, with the aim of setting it up for Spring 2021.	£2700
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7. Evaluation of 2019-20 in relation to Pupil Premium

End of Key Stage Two Assessment			<i>Pupils at Barnfields eligible for PP</i>			<i>Pupils not eligible for PP (national average)</i>		
Achieving required expectations in reading, writing and maths			75%			64%		
Achieving required expectations in reading			75%			75%		
Achieving required expectations in writing			75%			78%		
Achieving required expectations in mathematics			87.5%			76%		
Attainment of current Pupil Premium children								
Reading			Writing			Maths		
Below	Age-Related	Greater Depth	Below	Age-Related	Greater Depth	Below	Age-Related	Greater Depth
25%	75%	25%	37.5%	62.5%	25%	37.5%	62.5%	18.75%
Progress of current Pupil Premium children								
Reading			Writing			Maths		
Not Achieving Expected Progress	Achieving Expected Progress	Exceeding Expected Progress	Not Achieving Expected Progress	Achieving Expected Progress	Exceeding Expected Progress	Not Achieving Expected Progress	Achieving Expected Progress	Exceeding Expected Progress
19%	81%	25%	19%	81%	12%	31%	69%	38%