



## Pupil Premium Plan 2018-2019

### 1. Summary information

School	Barnfields Primary School				
Academic year	2018/2019	Pupil Premium Grant (PPG) received per pupil	£1,320 £2,300 (LAC)	PPG budget	£ 49,375
Total number of pupils	438	Number of pupils eligible for PPG	24		

### 2. Summary of the PPG

Pupil Premium is funding allocated by the government that the school receives in addition to its delegated budget for children from low income families eligible for free school meals; those who have been looked after for more than 6 months or children from Forces families. Pupil Premium is used to raise attainment, promote social skills and accelerate progress through the development of independent learning strategies and positive behaviour.

In the 2018 to 2019 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1,320 for pupils in reception to year 6

Schools will receive £2,300 for any pupil:

- identified in the January 2018 school census or the alternative provision census as having left local authority care as a result of:
  - adoption
  - a special guardianship order
  - a child arrangements order (previously known as a residence order)
  - who has been in local authority care for 1 day or more
  - recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority)



### 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 children in the setting. This academic year, the school has been allocated is £49,375. 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.
- Family partnerships a) Difficulties with the emotional well-being with some children who access the PPG b) Educational
- Lower level of attendance and punctuality at school.
- Some children are unable to access enrichment curricular activities due to cost implications.



4. Barriers to future attainment (for pupils eligible for PPG)	
Academic barriers (such as poor oral language skills)	
A	Quality of teaching to ensure accelerated progress
B	Difficulties with independent learning behaviours
Additional barriers (including issues which also require action outside the school such as low attendance rates)	
C	Family partnerships a) Difficulties with the emotional well-being with some children who access the PPG b) Educational
D	Lower level of attendance and punctuality at school.
E	Some children 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 opportunities for PP children to have regular and quality teaching interventions by an experienced teacher.
B	Learning behaviour difficulties of specific children to be addressed enabling them to drive own learning and collaborate effectively with others.
	Quality teaching and interventions will enable the PP children to diminish the difference between themselves and their peers by working individually or as part of a group working on areas of weakness.
	PP children will have the confidence & develop strategies 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 through playing an active role within partner, group and whole class work.



C	Emotional well-being of children to be supported.	PP children 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 Emotionally) and a Lunch Hub Club (Lego therapy, play dough therapy, gardening club) will be offered to further support pupils that are having difficulties.
D	Families engendering a more positive approach to school, education and learning.	PP will access a 'core package' that school provides to the children. This will consist of educational supplies and resources matched to the school's delivery of teaching and learning.
E	PP children can access all enrichment activities provided by the school.	Financial barriers will not stop the children from accessing a full and rich curriculum available to their peers. Also, opportunities will be widely available to access activities such as any residential/school trips or experiences.

**6. Planned expenditure**

Academic year 2018-2019

**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:
Delivering high quality intervention programmes by an experienced, qualified teacher 2 days a week.	Raise attainment and progress of targeted PPG pupils in English and Maths so that PPG pupils attain in line with their peers nationally, particularly at the 'expected standard'.	Success is based on having an individualised approach to addressing barriers to learning at an early stage, rather than focusing on pupils nearing their end of key stage expectations.	Deputy Headteacher	Evidence of impact from interventions will be overseen by SLT through rigorous data analysis and pupil progress meetings.	Employing a teacher to work specifically with those children entitled to the Pupil Premium Grant has ensured that high quality interventions have been put into place. By being able to work within a small group, these pupils have been able to address misconceptions, allowing some of them to progress in their	£6300



					learning.	
Develop a collaborative learning approach using structured approaches (Kagan Structures)	Increased engagement and communication in lessons. The strategies will promote cooperation and the pupils' confidence will increase, along with retention of their interest in the classroom.	Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains. Approaches which promote talk and interaction between learners tend to result in the best gains.	Deputy Headteacher	Evidence of impact from lesson observations/learning walks conducted by SLT. It will be monitored by how the children interact with their peers.	Purchasing new furniture and continuous provision resources has enabled a better transition from EYFS into Yr1. In addition to this, to support the teaching of mastery mathematics, concrete manipulatives were purchased for every class to support the teaching of abstract concepts. This has resulted in richer learning experiences within the classroom and improved learning behaviour.	£4100
Establish a 'coaching and mentoring' programme across the school on a termly basis, sharing best practice.	In all lessons, the children 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 and mentoring notes, followed by performance management observation feedback.	Weekly staff meetings are committed to professional development for staff and best practice is disseminated.  Pupil progress meetings are held every term to regularly track the attainment of pupils (including those who are Pupil Premium). Teachers are also given formal termly feedback from SLT regarding lesson observations.	



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 children will be addressed.	PP children 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.	Children with issues linked to their emotional wellbeing are more likely to fall behind in their learning than others. In training members of staff in how to implement the HOPE programme, we will create quality nurture for vulnerable children, whether on a short or long term basis.	Deputy Headteacher	Observe 'down time' as well as discussions with staff relating to specific PP children.  PP children will be asked to complete a questionnaire, focussing on emotional well-being and attitudes to learning.	HOPE has been instrumental this year in supporting the emotional well-being of pupils. By employing a designated TA to run and organise the HOPE programme, the children have been given a safe space deal with any worries/concerns that they may have, enabling them to focus more clearly on their learning.  In addition to this, pupils (including those who are PP) accessed the Lunch Hub Club and play therapy to develop their social skills.	£10, 000



PPG children to access support from external agencies (if necessary).	PPG to get the right 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, mental health support for LAC children).	Deputy Headteacher	Looking at patterns in attendance, behaviour concerns of academic progress (2018-2019)	The use of external agencies has enabled specific, professional support for specific children, resulting in them being able to access their lessons.	£421
<b>iii. Other approaches</b>						
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 children have access to rich curriculum experiences.	All PPG children will access a full and rich curriculum to 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	Summer 2019	Ensuring that this money has been available has resulted in all children entitled to Pupil Premium to access the curriculum in its entirety.	£3300



Subsidise/pay for the school uniform/PE kit (and resources) of PPG children.	PPG children will uniform to support educational engagement.	Active engagement of parents in supporting their children's learning at school.	Deputy Headteacher	Spring 2019	This approach has enabled families to receive financial support in purchasing the school uniform.	£50
--	--	---	--------------------	-------------	---	-----

### 7. Evaluation of 2018-19 in relation to Pupil Premium

End of Key Stage Two Assessment			Pupils at Barnfields eligible for PP (5 pupils)			Pupils not eligible for PP (national average)		
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%