

Pupil premium strategy statement

School overview

Metric	Data
School name	Barwic Parade CP School
Pupils in school	256
Proportion of disadvantaged pupils	43%
Pupil premium allocation this academic year	£135,333
Academic year or years covered by statement	2019-2022
Publish date	November 2019
Review date	Mid-term: March 2020, 21, 22 Annual: September 2020, 21, 22
Statement authorised by	Sarah Dixon (HT)
Pupil Premium lead	Vikki Vaughan (DHT)
Governor lead	Dawn Hardy (chair)

Disadvantaged pupil progress scores for last academic year 18/19

Measure	Score
Reading	-4
Writing	-0.8
Maths	-1.6

Disadvantaged pupil performance overview for last academic year 18/19 (12 pupils)

Measure	Score
Meeting expected standard at KS2	50% Maths 50% Writing 33% Reading 33% GPS 25% RWM
Achieving high standard at KS2	8% Maths 0% Writing 0% Reading 8% GPS 0% RWM
Average scaled scores	Maths 100 Reading 96 GPS 97

Strategy aims for disadvantaged pupils at Barwic Parade (2019-2022)		
Measure	Outline	Aim
Priority 1: High Quality Teaching for All	Develop teaching and learning across school, with a particular focus on reading.	Pupils make progress in-line with others nationally and raise attainment.
Priority 2: Ready to Learn	Fully embed processes across school which enable pupils to readily access teaching and learning.	Family support is enhanced. Pupils are 'ready-to-learn' through development of key skills in SEMH and Meta-cognition.
Priority 3: Enriched Curriculum	Provide an excellent curriculum which includes a range of enrichment experiences across school including the 'Barwic Adventure'.	Pupils gather the knowledge and skills that they require and have opportunities to go beyond. They access a wide-range of enrichment opportunities to enhance their educational experiences and develop cultural capital.

Data Targets for disadvantaged pupils at Barwic Parade (reviewed annually)

Aim	Target	Target date
Progress in Reading, Writing and Maths	Achieve at least national average progress scores in KS2 (0).	September 2022
Attainment in Reading, Writing and Maths	A higher % of children achieve GDS at KS1, in-line with national figures.	September 2022
Attainment in Reading, Writing and Maths	At least 65% of children in KS2 achieve the expected standard in RWM.	September 2022
Phonics	Achieve national % expected standard in phonics screening check.	September 2022

2019-20 Actions

Teaching priorities for current academic year

Measure	Action
Priority 1	All staff are trained in phonics delivery and resources across school support delivery of the scheme across all phases.
Priority 2	Work with the English hub to develop children's skills across school, particularly in reading. Embed Reciprocal Reading, Sentence Stacking and Spelling Shed practices.
Priority 3	Design a high-quality curriculum where children acquire the knowledge they need, go beyond and flourish through breadth of opportunity.
Priority 4	Retain and recruit high quality staff who have high expectations of every child.
<i>Barriers to learning these priorities address</i>	<i>Early reading, vocabulary gap, reading progress across KS2, spelling accuracy, limited experiences outside of school, pupil/staff relationships.</i>
Projected spending	£55,000

Targeted academic support for current academic year

Measure	Action
Priority 1	Train staff and embed use of Reciprocal Reading across KS2, used in whole-class and small-group sessions.
Priority 2	Establish small, high-quality intervention groups for those children not yet working at ARE, linked to QFT.
Priority 3	Train staff and embed the use of 1:1 effective strategies such as Writing Conferencing and Precision Teaching.
Priority 4	Develop a 'Leading Learning' programme for TAs where they access specialist training half-termly.
<i>Barriers to learning these priorities address</i>	<i>Reading for pleasure, vocabulary development, accelerated progress, meeting of individual needs, TAs access high-quality CPD.</i>
Projected spending	£27,000

Wider strategies for current academic year

Measure	Action
Priority 1	Train staff and become a Thrive school.
Priority 2	Employ a PSA to work with families and promote readiness to learn.
Priority 3	Train staff and embed use of meta-cognition techniques across all areas of learning.
Priority 4	Appoint Young Leaders across school.
<i>Barriers to learning these priorities address</i>	<i>Attendance, family relationships, mental health, readiness to learn for the most disadvantaged pupils, reflective practise, responsibility and respect.</i>
Projected spending	£40,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time for staff professional development.	Use of INSET days, staff meeting time and PPA cover teachers to each provide ½ day leadership cover per week.
Targeted support	Ensuring the high-quality delivery of interventions across all age ranges.	Peer coaching set up for staff, buddy monitoring and intervention 'drop in' sessions for staff.
Wider strategies	Engaging the families facing the most challenges and the families who are the most reluctant to engage with school.	PSA, staff on playground every morning, daily contact with parents/carers, weekly panel meeting with PSA and HT

Review: last year's aims and outcomes (review of 19/20 up to school closures in March 2020)

Aim	Outcome
<p>Priority 1: High Quality Teaching for All</p> <p>Develop teaching and learning across school, with a particular focus on reading.</p> <p>Pupils make progress in-line with others nationally and raise attainment.</p>	<p>-End-of-year progress and attainment data is unavailable due to the school closures in March 2020.</p> <p>-Phonics training and resourcing had a positive impact on the teaching of phonics, identified through monitoring. End-of-year phonics predictions exceeded 2019 national figures.</p> <p>-The English lead worked with the English hub to develop children's skills across school in reading. Monitoring demonstrated improved practice in Sentence Stacking and Reciprocal Reading, with Reciprocal Reading also being delivered by TAs. Focussed vocabulary sessions fed into writing and Spelling Shed age-related practise enabled children to spell more words correctly.</p> <p>-Small, high-quality intervention groups were established for those children not yet working at ARE, linked to QFT. Intervention impact monitoring records showed improvement for the vast majority of children between pre and post assessments in a range of curriculum areas across all age groups. Staff demonstrated confidence to deliver effective interventions, such as Writing Conferencing and Precision Teaching, following training.</p> <p>-The effective use of INSET days, staff meeting time and leadership time supported the development of teaching and learning across all areas of school. Peer coaching had started to be used by staff when completing observations and feedback, ensuring a collaborative approach to the development of teaching and learning for all.</p>
<p>Priority 2: Ready to Learn</p> <p>Fully embed processes across school which enable pupils to readily access teaching and learning.</p> <p>Family support is enhanced. Pupils are 'ready-to-learn' through development of key skills in SEMH and Meta-cognition.</p>	<p>- PSA Overview: During the last academic year, 25 pupils from 13 families received regular support, of these, 23 pupils were Pupil Premium. The parents of these children received support with parenting and behaviour as well as signposting to external support with finances, housing, counselling, and addiction support. Multiagency working with IDAS, health visitors, Horizons, young carers, and other services was used wherever possible. As an early help champion, 6 pupils were supported within school at an Early Help level, 5 of these were Pupil Premium. Formal attendance monitoring procedures were used for 5 pupils last year, all pupils were Pupil Premium. During the first part of last year, I supported 10 pupils with Thrive interventions 3 times per week, of these 9 were Pupil Premium. During the school closures that started in March 2020, individual support plans were made for 48 of the most vulnerable pupils. Of these, 41 were Pupil Premium. Support for these families included regular phone calls, welfare checks, food deliveries and comprehensive emotional support.</p> <p>-All staff have received Thrive training and we are now a Thrive school. Weekly Thrive sessions have been timetabled and delivered across school by class teachers. Thrive assessments have been completed termly and the autumn to spring comparison demonstrates that the % of children working within age-related bands has increased.</p> <p>-All TAs have received Thrive training and support in regards to delivering 1:1 intervention programmes. Children who require this support have been identified by the SENDCo, following the assessments being completed by class teachers. TAs have shared resources and ideas with colleagues for the different strands which has strengthened practise. Some children progressed well enough to</p>

	<p>be removed from the 1:1 programme.</p> <p>-All staff have accessed Meta-cognition training and class teachers deliver a weekly session using the ReflectEd programme. Subject Leader monitoring of Seesaw demonstrated that the sessions and follow-up activities uploaded aligned with the programme outcomes. Subject leader monitoring showed that children referred to the Meta-cognition characters throughout other lessons and the characteristics. Also, as the year progressed, monitoring showed that children were using performance tags in more lessons and writing detailed reflections of learning.</p>
<p>Priority 3: Enriched Curriculum</p> <p>Provide an excellent curriculum which includes a range of enrichment experiences across school including the 'Barwic Adventure'.</p> <p>Pupils gather the knowledge and skills that they require and have opportunities to go beyond. They access a wide-range of enrichment opportunities to enhance their educational experiences and develop cultural capital.</p>	<p>-All staff have worked in phases to create Long Term Plans with planned enrichment opportunities every half-term. Monitoring of Long Term Planning was strong and consistent across school. Half-termly opportunities for parents to attend events were also planned, aligning to the topics being covered.</p> <p>-In the spring term, subject leaders started to create subject progression documents during CPD time. These documents were detailed and provided clear coverage of the National Curriculum. Subject leaders engaged in CPD to support them with preparation for a 'Deep Dive' in their curriculum area. Leadership time was released 3x ½ day per week cover so that all subject leaders could book time and strengthen their curriculum areas. End of year summative attainment data for curriculum subjects is unavailable due to the school closures in March 2020.</p> <p>-Monitoring of Short Term planning demonstrated age-appropriate coverage and opportunities for children to access breadth and depth learning across the majority of curriculum areas. Planned enrichment opportunities were designed to enhance educational experiences and families responded positively to these. Long Term Planning was adapted to ensure that class readers were chosen to align with topics being covered, whilst also developing cultural capital.</p>

Review: last year's aims and outcomes (review of 20/21)

Aim	Outcome

Review: last year's aims and outcomes (review of 21/22)

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