



Pupil Premium Strategy Statement: Barwic Parade Community Primary School

1. Summary information					
School	Barwic Parade CP School				
Academic Year	2018/19	Total PP budget	£131,320	Date of most recent PP Review	Ofsted June 2017
Total number of pupils	238 (R-Y6)	Number of pupils eligible for PP	98 (41%)	Date for next internal review of this strategy	January 2019 (Link Gov/Lead)

2. Current attainment				
	<i>School- Pupils eligible for PP – End of KS2 2018</i>	<i>School- Pupils not eligible for PP – End of KS2 2018</i>	<i>School- all pupils- End of KS2 2018</i>	<i>National- all pupils</i>
% of pupils achieving the expected standard in reading, writing and maths	33% ++	60%	49%	64%
reading progress score	-2.6 ++	-4.11	-3.4	0
writing progress score	1.5 ++	-1.22	-0.1	0
maths progress score	-1.9 +-	-0.2	-0.9	0

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Reading progress from Key Stage 1 to Key Stage 2
B.	Curriculum
C.	End of Key Stage Additional and Different provision (Maths and Reading)
D.	Resilience and confidence to overcome barriers in learning
External barriers	
E	Parental Engagement

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Good progress in reading across KS2 leads to an improved reading progress score and a higher % of children achieving age-related expectations and greater depth by the end of year 6. EOY targets are met in each year group.	Attainment %s increase across years 3-6 as the year progresses due to pupils making rapid progress. PP reading % targets are met in every year group. The gap between the end of KS2 reading progress score and the National figure narrows.
B.	Big Journey curriculum ensures NC coverage and a wide range of experiences for pupils to access. Pupils can use ICT to support and enhance learning. More pupils achieve ARE in other curriculum areas.	The Big Journey approach to delivering the curriculum allows for creativity and more opportunities for cross-curricular learning. The approach enables learning to flow through topics, with pupils being 'hooked into' learning and every half-term, celebrating the learning journey. The Long Term Plans across all phases ensure NC coverage whilst providing pupils with 'wow' experiences that support engagement in learning. Pupils' ideas influence learning.
C.	Year 2 and 6 targets are met in reading, writing and maths as the provision and support is targeted and specific for each individual pupil.	Provision and support is well thought-out and carefully planned to meet the needs of learners. The PP leader monitors the progress of every child and monitors the impact of additional and different provision that is in place for those children working below expected standards. Adults are deployed effectively to provide targeted support. PP % targets are met in year 2 and 6 through accelerated progress.
D.	The Thrive programme is embedded throughout school and children who need 1:1 tailored support receive this. They develop Growth Mindsets whereby skills and relational understanding is embedded to enable deep understanding, linking concepts and ideas and applying skills to new learning, resulting in accelerated progress.	A higher % of pupils achieve greater depth as they are resilient when tackling problems. They see challenges as fun and failure as an important part of learning. Pupils challenge themselves to further their own learning. They develop skills needed to apply learning and ideas across different subject areas. Pupils' SEMH needs are supported through the tailored Thrive approach with the Learning Mentor leading this across school.
E.	Increased parental engagement working in partnership with the school to ensure rapid progress for each child.	Parents know the curriculum expectations for their children. Parents know how they can support their children with learning at home and their next steps in learning. They regularly attend parent's meetings and, in year 6, are supported through the revision guides and additional meetings with the Pupil Premium leader. As a result, a higher % of pupils achieve age-related expectations at the end of year 6.

5. Planned expenditure	
Academic year	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	When will you review implementation?
A.C Reading progress across KS2 improves as approaches adopted in KS2 are evidence-based and effective.	Book Study Y5/6 Bug Club Y3/4 Use book bands which support independent reading, in years 3, 4 and 5 Peer Tutoring approach.	Research completed by CA (subject lead) into schools with high reading progress. Common thread book study. Previous Y3/4 reading data suggests Bug Club is effective. Practice seen by VV during school visit where progress score for disadvantaged reading was 6.6. EEF: Peer Tutoring +5 months.	<ul style="list-style-type: none"> Resources purchased Teachers trained in KS2 Half-termly monitoring and data analysis by subject leader 	CA Subject lead	January 2019
C. Reading attainment in year 2 increases.	Nelson Comprehension scheme Guided reading to include Book Study and VIPERS.	CA (subject lead) researched different schemes that would meet the needs of the key stage 1 children and found this to be the most suitable.	<ul style="list-style-type: none"> Phase leader to effectively plan guided reading sessions Teachers trained in KS1 Half-termly monitoring and data analysis by subject leader 	CA Subject lead	January 2019
C. Attainment difference diminishes in writing from years 2 -6 with more children achieving ARE.	Sentence Stacking to be used across school.	Research completed by CA (subject lead) into schools with high writing progress. Common thread sentence stacking. Initial in-school trial started in Summer term deemed as effective.	<ul style="list-style-type: none"> Teachers trained across school Initially used with narrative writing If deemed to have high impact, access training and roll out across other genres 	CA Subject lead	January 2019
B. Pupils are inspired through curriculum experiences and more children achieve ARE in foundation subjects.	'Big Journey' approach to be used across school. Investment in online Educational resources- staff users. Invest in Educational visits, subsidising costs.	Big Journey implemented, following an initial trial year, to further develop the wider curriculum. Feedback from parents was overwhelmingly positive and children engaged well during topic lessons. High usage of online resources recorded. Y1 phonics positive using educational resources- high impact last year.	<ul style="list-style-type: none"> Annual budget allocated to each phase to resource experiences. Complete planning in phases Assess foundation subjects in O-track Plan budget spend 	Phase leaders	January 2019
E. Parents develop a greater understanding of the school curriculum.	Planned Big Journey opportunities termly. KS welcome meetings. KS newsletters. KS celebration assemblies. Website and social media pages updated regularly.	EEF: Parental Engagement +3 months. These approaches will enable parents to have a clear understanding of their child's curriculum, what is expected in school and how to further support learning at home. Parents will know their child's next steps in learning and work in partnership with school to reinforce the importance of education.	<ul style="list-style-type: none"> Lead to monitor opportunities presented in each KS Collate parent/carer feedback Monitor use of home/school planners 	SD Headteacher	January 2019

D. Children to be healthy, happy, confident and ready and open to learning.	Thrive training for all staff in school. Designated teachers to be trained as Thrive specialists. Learning mentor and TAs to deliver 1:1 sessions. Class teachers to deliver whole-class sessions.	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. EEF evidence suggests an average gain of +7 months (high impact for very low cost). Meta-cognition and self-regulation.	<ul style="list-style-type: none"> Regular training and updates for all staff Monitor completion of class action plans termly Monitor completion of individual action plans, frequency and quality of sessions Monitor role of learning mentor 	BK Inclusion Lead	January 2019
Total budgeted cost					£30,000

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	When will you review implementation?
A.C.D. TAs build up a 'core package' of skills in delivering interventions so they can be delivered consistently across school, where needed.	Half-termly training to be organised by HSJ (MITA lead). External facilitators to be sourced, where needed. TAs to attend all training, ensuring implementation and review. TAs to 'buddy up' to develop own and other's practice.	TAs are confident and highly skilled in delivering a range of interventions and supporting learning within class. They know how to evidence impact and analyse the effectiveness of interventions they deliver. We want interventions to be relevant and effective so that the gap between pupils' current attainment and ARE narrows across school.	<ul style="list-style-type: none"> Meet half-termly with leader of the MITA project Plan diary dates in advance Source training where needed Analyse whole-school data to identify need and plan further training Monitor impact of training through discussions with TAs and class teachers 	SD Headteacher	Termly meets with leader of MITA project

<p>C. PP children who are working towards expected standard make accelerated progress in maths.</p>	<p>Staff deliver maths interventions: 5 minute box Precision Teaching Rockstars, following training.</p> <p>Introduce Small Group Tuition: Bespoke interventions designed by class teacher to support and challenge pupils identified through data analysis.</p>	<p>Some pupils need targeted support to catch up and some pupils need targeted support to achieve greater depth in learning.</p> <p>This ensures that pupils make accelerated progress through receiving and responding to immediate feedback in their learning and particularly receive additional 1:1 support if they do not grasp a concept.</p> <p>Small Group Tuition: EEF evidence suggests an average gain of +4 months (moderate impact for moderate cost).</p>	<ul style="list-style-type: none"> • Monitor phase leader A&D half-termly plans • Ensure impact for each individual child is recorded • Teachers analyse class data to deploy class TA in the most effective way • TAs complete Intervention Record Sheets clearly showing pre and post data • Teachers plan any bespoke interventions ensuring they are relevant and impact is clearly measured 	<p>VV PP lead</p> <p>HW Maths lead</p>	<p>½ termly collate all evidence from interventions and analyse PP data</p>
<p>A.C. PP children who are working towards expected standard make accelerated progress in reading.</p>	<p>Staff deliver reading interventions: Comprehension groups Precision Teaching Rapid Reader, following training.</p> <p>Introduce Small Group Tuition: Bespoke interventions designed by class teacher to support and challenge pupils identified through data analysis.</p>	<p>Some pupils need targeted support to catch up and some pupils need targeted support to achieve greater depth in learning.</p> <p>Rapid Reader ensures that pupils make accelerated progress through daily target setting and review in reading.</p> <p>Small Group Tuition: EEF evidence suggests an average gain of +4 months (moderate impact for moderate cost).</p> <p>EEF: Reading Comprehension Strategies +6 months.</p>	<ul style="list-style-type: none"> • Monitor phase leader A&D half-termly plans • Ensure impact for each individual child is recorded • Teachers analyse class data to deploy class TA in the most effective way • TAs complete Intervention Record Sheets clearly showing pre and post data • Teachers plan any bespoke interventions ensuring they are relevant and impact is clearly measured 	<p>VV PP lead</p> <p>CA English lead</p>	<p>½ termly collate all evidence from interventions and analyse PP data</p>
<p>C. Year 6 PP pupils working towards expected standard receive targeted support and instant feedback in maths lessons.</p>	<p>HLTAs deployed to support teaching and learning for identified pupils across Year 5/6 classes (equating to 6 hours in total).</p>	<p>This ensures that identified pupils make accelerated progress through receiving and responding to immediate feedback in their learning and particularly receive additional 1:1 support if they do not grasp a concept. Feedback: EEF evidence suggests an average gain of +8 months (high impact for very low cost).</p>	<ul style="list-style-type: none"> • Phase leader to analyse data and identify focus pupils for HLTAs to support • Monitor work of HLTAs across all 3 classes • HLTAs to complete Intervention Monitoring Form with pre and post assessment data if working with specific pupils 	<p>HW Phase lead</p>	<p>Data analysed ½ termly and focus pupils adapted if necessary</p>

C. Year 6 PP pupils make rapid progress in maths through a Booster Club.	Target children who need to attend. Explain rationale at parent's evening. Weekly after-school booster sessions in Maths, content based on gap analysis.	Year 6 pupils need to be provided with the best possible opportunities to excel in their end of KS2 SATs. The experienced phase lead will deliver the Booster club.	<ul style="list-style-type: none"> Phase lead to plan and deliver Booster sessions Clear gap analysis used to plan sessions Impact to be measured for all children who attend Selected PP pupils must attend Monitoring of booster club by PP lead to ensure high impact on learning 	HW phase lead	January 2019
C.E. More pupils achieve higher levels through support from home and parental knowledge of end-of-year expectations.	Year 6 Rising Stars revision guides.	Last year, this was an effective use of Pupil Premium funding. It gave clear focus to homework and supported parents to help their children to learn. Some children who were working below the expected level made accelerated progress because of the targeted and relevant work.	<ul style="list-style-type: none"> Phase lead to decide how and when to use the revision guides to have the highest impact on learning in preparation for SATs PP lead to monitor use to ensure this has desired impact 	HW phase lead	March 2019
D. Children who have struggled with difficult life events are supported to help them re-engage with life and learning.	Designated teachers to be trained as Thrive specialists. Learning mentor and TAs to deliver 1:1 sessions.	This is a research-based approach proven to move children on emotionally and socially by plugging developmental gaps.	<ul style="list-style-type: none"> Regular training and updates for all staff Monitor completion of individual action plans, frequency and quality of sessions Monitor role of learning mentor All staff to use VRFs 	BK Inclusion Lead	January 2019
Total budgeted cost					£6,500
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. C. Improved attainment in English through rapid development in early language.	Targeted speech and language support by HLTAs (equating to 8 hours per week)	Oral Language Intervention: EEF evidence suggests an average gain of +5 months (moderate impact for very low cost). It is our view that, without a secure grasp of linguistic skills, which many of our children do not start school with, their primary years in education would be further disadvantaged.	<ul style="list-style-type: none"> Data analysed and pupils identified for intervention by BK HLTAs to create timetable with short daily sessions, focused on sp & lang targets HLTAs to analyse progress for each child ½ termly and update timetable, as needed 	BK Inclusion Lead	November 2019 and half-termly thereafter

<p>D. Children in Early Years phase make accelerated progress through rapid feedback.</p>	<p>Increase staffing and training in Reception classes to provide instant feedback and support to children.</p>	<p>Early Years evidence EEF: Early numeracy and communication & language approaches +6 months. Typically, two thirds of children begin schooling at Barwic Parade with below age-related starting points. We acknowledge the need to support these children to make accelerated progress. Last year, this approach had a high impact on GLD data.</p>	<ul style="list-style-type: none"> • Regular monitoring of teaching and learning • Regular monitoring of learning journeys • Half-termly data analysis and pupil progress discussions • Relevant training through phase meetings • Play-based learning with interventions, where appropriate 	<p>JA Phase lead</p>	<p>January 2019</p>
<p>A. Provision and outcomes for PP children continue to improve.</p>	<p>PP lead to continue accessing relevant and up-to-date CPD. PP lead to adopt relevant, high-impact EEF strategies. PP lead to collaborate with leading schools.</p>	<p>With such a high % of PP children in school, the PP lead plans and monitors implementation of strategies that should lead to a high impact on progress and outcomes for these children.</p>	<ul style="list-style-type: none"> • Meet all staff named on PP plan termly to discuss impact • Complete mid-year and end-of-year PP spend reviews • Access quality CPD through training, collaboration and research. 	<p>VV PP lead</p>	<p>January 2019</p>
<p>E. Attendance improves, the number of persistent absentees reduces and families are supported.</p>	<p>Targeted parental support and attendance monitoring by PSA (0.6).</p>	<p>Parents have a point of contact. They have access to in-school regular support, if needed. The links between home and school are strengthened for the most vulnerable families.</p>	<ul style="list-style-type: none"> • On playground before school every morning • Attendance monitoring by PSA and meetings held with parents, if needed • PSA to work closely with Selby prevention team and attend any relevant training • PSA to plan and signpost to family learning opportunities 	<p>BK Inclusion lead</p>	<p>January 2019</p>
<p>C.E Parents know how to support their child at home in preparation for the end of KS2 SATs.</p>	<p>PP lead to meet all parents of Y6 PP pupils to have a 'learning meeting' about their child.</p>	<p>Parents are clear about what the next steps for their child are and how they can support them at home. They ensure that their child attends all Booster sessions that are offered, uses the revision guides correctly thus giving them the best chance to achieve well at the end of KS2.</p>	<ul style="list-style-type: none"> • 1:1 Meetings with all 13 parents to be held in January • Targets, Revision Guides, Attendance at Boosters all to be discussed • Briefly outline each parent about how school is using PP funding and whether they have any specific requirements for their child. 	<p>VV PP lead</p>	<p>January 2019</p>

D.E. Children have a nutritious and settled start to the day with opportunities to gain support with reading and homework.	Run a Breakfast Club with access to reading and homework support. Provide healthy snacks and milk at break time.	Children and their families benefit from the availability of this before-school provision (7.45-8.45 daily). Noted improvements from previous year include: improved learning, attendance and behaviour at school, punctuality, healthy eating and social skills development.	<ul style="list-style-type: none"> Regular meetings with breakfast club leader Set up key worker system Designate adult roles within club to support learning Breakfast club leader to keep records of attendance 	VV PP lead	January 2019
Total budgeted cost					£80,000

Total Strategy Plan spend: £116,500

6. Review of expenditure	
Academic year	2018/19

7. Additional Information
Find links below to the following documents:
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