

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

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.	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

Teaching priorities for current academic year

Measure	Activity
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	Activity
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	Activity
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)

Aim	Outcome

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

Aim	Outcome

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

Aim	Outcome