



Barningham CEVC Primary School

Pupil Premium Strategy 2018 - 2019

Summary Information					
Academic Year	April 2018 – March 2019	Total PP budget – Jan 2018 census	£23780	Date of most recent PP review	April 2019
Total number of pupils	94	Number of pupils eligible for PP	11 FSM+/ 15 Service/ 2 CiC -29% of school	Date for next internal review of this strategy	July 2019
End of 2018 Attainment					
		Pupils eligible for PP	National	Pupils not eligible for PP (school average)	National
% achieving in EYFS GLD		100%		78%	
% achieving in Y1 Phonics		100%		78%	
% achieving in reading, writing and maths In Y2		0%	50%	90%	69%
% achieving in reading		50%	63%	90%	79%
% achieving in writing		0%	55%	90%	74%
% achieving in maths		50%	63%	90%	69%
% achieving in reading, writing and maths In Y6		100%	51%	54%	70%
% achieving in reading		100%	64%	77%	80%
% achieving progress in writing		100%	67%	77%	83%
% achieving progress in maths		100%	64%	54%	70%
Barriers to future attainment identified by the school					
In-school barriers					
<ul style="list-style-type: none"> • Low attendance with disadvantaged pupils • Literacy skills, including poor oral skills - affects reading comprehension, including inference. 32% (9/28) of pupils who are eligible for PP are on the school SEND register • Mobility between schools - 25% (9/28) of pupils who are eligible for PP joined the school from Y3+. This can cause a detrimental effect on attainment and confidence • Engagement from home • Low aspirations 					
External barriers					
<ul style="list-style-type: none"> • Safeguarding – multi-agency support for individual children 					

- Health – school nurse, SALT, CISS (Behaviour), CDC (Child Development Centre), Suffolk Young Carers

Desired outcomes	
Attendance: % of PP children with improved attendance will have increased. EWO in regular contact with target families. Early Help offered through free access to Breakfast Club and after school sports clubs to encourage better attendance.	Attendance records to show an improvement from current rate.
Literacy skills, including oral skills, at school and at home: class teachers sharing verbally information and modelling language; lending books and games. SEND TA leading Language for Communication and Thinking activities for pupils.	Assessment in English shows an increase and parents and carers taking a more active role in reading with their child.
Mobility between schools: QFT ensuring that assessments are thorough on arrival and transition with the previous school shares attainment, progress, support from outside agencies. Gaps in learning are quickly identified and focused interventions put into place.	Progress is accelerated.
Engagement from home: class teachers leading workshops for parents and carers to demonstrate possible activities to support English and maths at home	Parents and carers are engaging more with their child's learning. Attending Parents' Evenings.
Low aspirations: ELSA TA works closely with vulnerable families to encourage them to share concerns as soon as possible to prevent escalation and create a positive line of communication between home and school. ELSA TA working with children on specific issues, such as bereavement, divorce, friendship and anger management through 6 week programmes of support.	Pupil perceptions show higher levels in positive attitude towards school. Parent and Carer questionnaire shows that they feel included and listened to.

Planned expenditure						
Desired outcome	Approach	Evidence for choice of action	Monitoring process	Staff lead	Review period	Cost
Attendance	Educational trips Free milk School uniform Breakfast & After School Club Sports Clubs DT Cooking Kingswood Residential	Children participating in full school life – finances not a barrier to inclusion	Check that all PP children have access to activities	Learning & Achievement Committee SENCo Attendance Governor	December 2018 March 2019 July 2019	£400 £300 £400 £300 PE Grant £500 £300
Literacy	Specialist TAs	TAs to run focused groups with skills	Half termly at PPM	Sally (English) Janine (SLT- TA responsibility)	November 2018	£19756
Mobility	Class teachers and SENCo to lead effective transition sessions with the previous schools to hand assessments	Good practice	HT to check that class teachers have achieved this	HT	On going	£0

	and records					
Home engagement	Parent and carer workshops in English (autumn term) and maths (spring term)	Parent & carer conversations, parents' evenings, identification as to which families found engagement with homework activities a struggle	End of the terms in SLT	Class teachers to lead the sessions	December 2018 March 2019	£0
Aspirations	ELSA TA Reward certificates & stickers	Accredited course	Half termly with SENCo	Kate (ELSA TA)	November 2018	£1700 £150
Review of expenditure from 2017 - 2018						
Desired outcome	Approach	Impact		Lessons learned		Cost
KS2 PP students to make at least expected progress	TA employed to support children through needs identified in Learning Plans	See HT Impact report July 2018 for data Most pupils made at least expected progress.		The SLT have identified target children to track and class teachers used TT assessments more effectively to look at gaps in learning. PPM meetings to be taken as a team to engage all teachers with the conversations – sharing good practice.		£9153
Raising behaviour levels at lunchtimes by resolving issues between children	Ratio of MDSAs to pupils increased	Ratio of MDSAs to pupils resulted in fewer incidents at lunchtime and children feeling listened to and valued		The school has a more positive and balanced approach to lunchtimes and the children are accessing the adults on duty to talk to them at the point of conflict. A fourth MDSA has been employed from February 2019+. ELSA TA leading quiet indoor activities at lunchtimes to provide time-out opportunities from January 2019.		£2322
More effective communication with vulnerable families (Early Help). Children given opportunities to talk through their issues and concerns.	ELSA TA	Parents and carers talking sooner with school and sharing concerns through the ELSA TA outreach. Children are more aware of the appropriate ways in which they can express their feelings and talk to Mrs Shelton (ELSA TA) about a range of issues. Class teachers are using the ELSA programme more confidently.		School is more effective in communicating with parents and carers in ways to support their children – and will be extending this through the ELSA and parent sessions in the autumn (English focus) and spring (maths focus) Pupil perceptions show that disadvantaged children have a positive attitude towards their learning and school.		£2000
Children receiving specific SEND interventions (ToeByToe; Beat	SEND TA	Children making progress and feeling more confident in reading and writing.		To identify these children earlier (end of Y2) to make a bigger impact rather than Y4.		£1500

Dyslexia; Language for Communication)				
Funding for activities and clubs to remove barriers for inclusion.	Daily milk Educational visits School uniform Breakfast Club After School Club Sports clubs DT Cooking Kingswood Residential	All of the children had the opportunity to attend the UKS” residential trip to Kingswood, or partake in activities in school, including sports, visit by educational visitors – Harkirat Singh – and circus skills, and visits to Felixstowe (KS1). The children have access to the school uniform, looking smart and consistent with their peers. All of the children received two cooking sessions with Mrs Chapman (school cook). Attendance improved for some pupils. Pupil perceptions showed a positive reflection to school.	To work more closely with target families to support them through better attendance.	£300 £500 £250 £400 PE grant £400 £50
Additional details				
2017 – 2018: There was a lots of movement in-year in KS2, especially Y6. This has an impact on progress and the dynamics within the class, especially as two new pupils had SEND and Behavioural issues. The children, families, outside agencies and school worked closely together to make this period as smooth and positive as possible				