

Pupil Premium Statement - Heaton St Barnabas Primary School

Heaton St Barnabas Primary School is committed to meeting the personal, social and academic needs of all pupils within our care. We are committed to reducing the 'attainment gap' for disadvantaged pupils and pupil premium forms a vital part of this process.

The Pupil Premium is specific funding that has been given to schools since April 2011 and targets additional funding to pupils from the most disadvantaged backgrounds, in order to help them achieve their full potential. Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers. Since April 2012 this has included children eligible for free school meals at any time in the last six years, children who are 'Looked After' and children from forces families. Schools have the freedom to spend the Premium, in a way they think will best support the raising of attainment in the most vulnerable pupils.

The table below shows how much funding was received:

Number of pupils eligible for Pupil Premium Grant(PPG) and PPG received:						
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Percentage of pupil eligible for PPG	28% (Ever 6)	32%	33%	33%	28%	25%
Total number of pupils eligible for PPG	116	125	126	131	90	104
Amount of PPG received per pupil	£600	£900	£1300	£1320	£1,300	£1,371.84
Total amount of PPG received	£69,600	£122,000	£164,181	£173,000	£154,280	£142,672

How was the money spent in 2016 -17?

Support continues to be tailored to the needs of individuals and groups of children and has included:

The funding for 2016 – 2017 has been directed towards successful projects which have been continued from last year along with exciting new activities which we feel will provide significant impacts for those children who attract Pupil Premium funding.

The successful Nurture room provision has been further developed to include a Nurture Manager and staff training and development and continues to provide excellent provision for pupils with particular needs. The successful introduction of forest schools classes for all year groups and lunchtime clubs directed at pupil premium children has had a positive impact on attitudes to learning.

Funding has been used to pay for 1 additional teacher to deliver high quality teaching and learning in order to accelerate the progress of groups of pupil premium pupils and a leading teacher to support teachers in planning for individual groups and deliver high quality booster sessions. They have worked to diagnose reading and math difficulties and work on an individual basis with children across school. Speech and Language provision continues to be delivered, and builds on the positive work which was carried out last year working with social talk groups.

This year we have used funding to continue to employ a full time Maths leader to enable us to fulfil high quality teaching and learning. In order to close gaps in attainment in upper KS2, we have deployed our cover supervisor experienced staff to deliver intervention work and work alongside teachers to develop their own skills in leading these important intervention sessions.

Also:

Extending pupil progress meetings to enable time to focus on the needs of vulnerable groups and groups
 Learning mentor support (1-1 or in small groups) Parent engagement Worker to provide support for vulnerable families and increase engagement of parents in children’s learning
 Homework club / Year 6 SATS workshops – with focus on PP children
 Work to improve attendance and punctuality – as reported to Governors on the 10th May.
 Fully operational parent/family room to enable pupils and parents to be supported in by Pastoral care team. *Our Learning Mentors provides specific support to FSM children/families.* Further develop our nurture room to engage and ensure maximum impact.
 Develop spiritual reflective areas around school and teacher led prayer spaces to ask the ‘Big Questions’
 Subsidise day and residential visits for our disadvantaged families.
 Purchase a large range of engaging texts for the library to offer more provision to take home books to read – include these into the Talk4Writing intervention sessions.
 Fund the resourcing of the Spelling Programme resource books for intervention work, 1-1 Read Write Tutoring Kit and intervention maths group support box with further models and images.
 Restorative Practice Training for children (peer mediators)
 Restorative practice training updates for staff and training for new staff – to ensure consistent support given to groups in interventions.
 Additional small group interventions in English and maths
 Workshops /meetings for parents to support children’s learning (all parents invited)
 Training and resources to encourage children to become good learners (Building ‘Learning Power/ ‘It’s Only Words’/maths models and Images) developing confidence and use of effective vocabulary.
 Subsidising /paying for school visits
Training for teachers and teaching assistants to: Improve the quality of teaching and learning Make effective use of progress data to inform planning and accelerate progress Improve marking and feedback Develop and sustain ‘High-scope’ methodology in Foundation Stage and KS1 Build ‘Learning Power’ Continue to improve children’s behaviour and attitudes both inside and outside school
 At the end of 2016 Pupil Premium pupils were achieving in line with the rest of their cohort and peers in most classes and we are confident with the additional support we are providing we will be able to achieve this outcome again or even improve upon it.
 A range of other activities have been planned for the forthcoming year and these will be reviewed on an ongoing basis to measure effectiveness and evaluate impact on eligible pupils.

The school has in place rigorous monitoring and support systems. The outcomes for these students, as demonstrated in attainment data, compares very favourably with National and local benchmarking.

Performance of disadvantaged pupils at Key Stage 1											
% Reading ARE		% Writing ARE		% Maths ARE		% Reading GDS		% Writing GDS		% Maths GDS	
2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
77%		69%		77%		31%		23%		23%	
(NA 78%)		(NA 70%)		(NA 77%)		(NA 27%)		(NA 16%)		(NA 20%)	

Performance of disadvantaged pupils at Key Stage 2											
% Reading ARE		% Writing ARE +		% Maths ARE +		% Reading GDS		% Writing GDS		% Maths GDS	
2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
60%		92%	%	68%		8%		24%		%	
(NA 71%)		(NA 79%)		(NA 75%)		(NA 23%)		(NA 18%)			

% At ARE+	
Reading / Writing / Maths	
2016	2017
52% (NA 53%)	

In the academic year 2017-18 the Pupil Premium Grant we received was £142, 672. As well as continuing with the above activities from 2016-17 (which have proven to be very successful), we will:

- Specific senior leadership team time to enable close monitoring in key phases Pupil Premium Pupils and ensure that their progress is carefully tracked.
- Expand our range of creative cross-curricular and cross-phase activities to enhance children's emotional and social wellbeing, as well as broaden their academic achievement.
- To enhance the teaching and support teams to provide intervention and small group teaching sessions.
- To develop an enriched curriculum experience for all pupils and support the development of an immersive learning environment.
- To further develop cultural and social links across the wider community.
- Additional pupil premium use of cover supervisor support teacher intervention groups ensuring quality support
- Additional leading teacher to coach and mentor staff as well as provide high quality small group interventions to accelerate progress in maths.
- To support after school activities, parent workshops and homework clubs that help to remove barriers for families who are not familiar with school systems.
- To improve attendance for vulnerable pupils using the Parent Engagement Worker and pastoral care team as well as a varied range of rewards.
- Restorative Practise Training for Senior Leadership Conference meetings and all staff training.
- Restorative Practise Training for Pupil Peer Mediators and lunchtime supervisors.
- Early morning out of hours 'Care Club' run by Parent Engagement Worker and support staff
- Breakfast club funded by school and run by Learning Mentors
- Forest school clubs and class time sessions to develop self esteem and team building – positive attitudes to learning
- Mindfulness training for staff and support for groups developing positive attitudes to learning.
- Specifically targeted lunchtime clubs for PP pupils to enhance their opportunities in all areas of the curriculum.