

Heaton St.Barnabas CE Primary School

Pupil Premium Plan 2017-18

Using it to make a difference at Heaton St.Barnabas CE Primary School

Amount received: £142,672

Additional money for children adopted from care = £5700

Number of children Adopted from care = 3

Number of children eligible for Pupil Premium Funding = 104 children = 25 % of school population.

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. Heaton St.Barnabas CE Primary School is committed to ensuring maximum progress for all groups of children and we endeavour to close any gaps. We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly.

| Key Area | Responsibility | Cost | Actions | Timescale | Monitoring | Impact |
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| Deliver Booster sessions and shared teaching delivering on the spot interventions and follow up sessions for Year Five and Six children. | H.T/D.H.T /TLR Maths Leader | £50,000 | <ul style="list-style-type: none"> ▪ Identify Y5/6 children for booster sessions. ▪ Identify staff to deliver targeted support. ▪ Deliver booster sessions for targeted pupils. ▪ Provide after school workshops to boost literacy and maths. (Jan-May 16) ▪ Provide staff CPD / planning support across school for PP action groups | Autumn 2017, Spring and Summer term 2018 | <p>DHT: Analyse data for targeted children to measure impact.</p> <p>Key Question(s): How are identified children closing the gap against targets? How are we accelerating progress for disadvantaged groups and those in danger of not reaching target</p> | The support for children in upper KS2 had a significant impact on closing the gap for PP pupils and enabling pupils to meet individual targets. In reading and maths PP pupils were in line and above but were below in writing. There was also an increase of pupils reaching greater depth in Maths due to booster sessions with the additional teachers support. |
| Provide additional reading, writing and phonics support to children in key stage 1. | Phase 2 Leader and Additional cover supervisor support teacher | Trained Guided reading CS to support in KS1 £7,000 Part Salary x 2 KS2 CS £14,000 | <ul style="list-style-type: none"> ▪ Identify Y1 and 2 children for 1:3 support. ▪ Identify Y1 and 2 children for 1:1 support ▪ Train support staff in phonics teaching ▪ Identify children in years 3 who also need additional support moving across Key Stage to maintain the progress. | All year round | <p>HT/DHT: Analyse data for targeted children to measure impact.</p> <p>Key Question(s): How are identified children closing the gap against targets? Have year 2 children who did not pass the phonics test in year 1 passed it in year 2?</p> | Whilst there was impact for KS2 on the reading, pupils at the end of KS2 still achieved below their peers. In KS1 due to the number being small and the pupils also have SEN disadvantages the gaps did not narrow as closely to peers as the year before. |

H.T= Headteacher / D.H.T = Deputy Head /A.H.T = Assistant Head/ TLR Maths = Lead Teacher / Pastoral care team / PEW = Parental engagement Worker

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| Deliver family support and parental involvement activities, including those identified vulnerable families. | HT /PEW/ Pastoral Care team | Staffing Costs £30,000 of use (Home school Liaison) | <ul style="list-style-type: none"> Run coffee mornings for each year group to target and support vulnerable families. Continue to deliver Parents Classes, Nurturing Programme and provide curriculum workshops. | Autumn 2017, Spring and Summer term 2018 | PEW/ Pastoral team /HT Track attendance figures of vulnerable groups following family support. Promote programmes and workshops and encourage parents to attend | A significantly larger group of parents have enrolled on the nurture programme and there is more support from the parents towards their children's learning. Parents are more involved and aware of the educational expectations of their children. |
| Establish the Nurture room Deliver focused social and emotional support through the use of a Learning Mentor and behaviour mentor. | Pastoral Care Team HT | Additional Resources £500 | <ul style="list-style-type: none"> Identified area for support and nurture programmes to take place with vulnerable and disadvantaged pupils Identify children through school for targeted social and emotional support. Continue with nurture group for vulnerable pupils. Provide drawing and talking sessions for vulnerable pupils. To overcome barriers to learning by reducing worry and lack of confidence. | All year round | HT/Pastoral care team/Support teacher Impact on targeted children taking part in the nurturing programme activities Analyse data for targeted children to measure impact. Key Question(s): Are the sessions having a positive impact on attitude and learning? Is the room being used effectively to support pupils from disadvantaged groups? | Tracking of and supporting more vulnerable children is done more effectively especially with incidents tracked onto CPOMs where necessary. There are more groups being targeted and receiving 1-1 and small group support along with parent interaction and engagement. Long term this will also have a positive impact on the pupils outcomes. |

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| To offer breakfast club to Targeted children of all ages. | Pastoral care team | Staffing Of Pastoral care inc above Resources/ food £1000 | <ul style="list-style-type: none"> Prioritise PP children to attend To improve overall attendance at school with 96%+ target for PP children. To participate in activities involving social Skills. | All year round | PEW: Analyse attendance data have PP children achieved 95%+ | This has enabled some of our most vulnerable children to access a healthy breakfast and have the opportunity to spend time with the learning mentors to work through issues. Improved attitudes and self esteem |
| Develop the intervention rooms with space to support small groups for booster sessions and identified intervention support programmes inc Speech & Language support. | HT/DHT | Cost £3,000 | <ul style="list-style-type: none"> Priority use for PP groups for intervention support Targeted on weekly timetables with key members of staff for reading, writing and maths Support materials specifically for pupils in the PP action groups inc Sp & Lang support | All year round | H.T/DHT/AHT: Analyse data for targeted children to measure impact. Key Question(s): How are identified children closing the gap against targets? | This has enabled pupils to access regular 1-1 phonics and the children in Year 2 who retook their phonics screening made significant improvements, even if they did not pass their score was increased by at least 20 marks. |
| Deliver focused support through the use of additional higher level Teaching Assistants. | A.H.T HLTA | Teaching staff and HLTA Teaching Assistants £20000 Training Support £1000 | <ul style="list-style-type: none"> Identify children in Year 2-6 for targeted support. Plan and deliver additional programmes to support learning. Homework clubs weekly to identified pupils Provide additional support in early years to model language and facilitate good quality play. Address the low baseline on entry data in Reception class. | Autumn 2017, Spring and Summer term 2018 | H.T/DHT/AHT Analyse data for targeted children to measure impact. Key Question(s): How are identified children closing the gap against targets? | Interventions targeted at pupils across school has within year assessments shown the PP pupils have narrowed the gaps to their peers. In year 2 pupils have met their individual targets and gap to NA has narrowed since 2016. In Year 6 gaps to NA has narrowed and outcomes have improved at the end of 2017 in writing and maths. |

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| Continue to close the achievement gap between PP and non PP children in year 6 in English and maths and yr. 1 phonics Screening | SLT | Staffing costs Included above in additional leading teacher | <ul style="list-style-type: none"> Phonics interventions for identified children not at A.R.E Reading support for PP children Maths, GPS, English workshops after school for PP children Homework clubs targeting PP pupils at risk of not making the targets | Autumn 2017, Spring and Summer term 2087 | <p>H.T/DHT/AHT's Analyse data for targeted children to measure impact. Termly book scrutiny.</p> <p>Key Question(s): How are identified children closing the gap against targets?</p> | In year 6 reading and maths has narrowed and for writing exceeded the NA. However in year 2 the gap has narrowed for maths and for this cohort the gap widened. This year the PP groups also fall in multiple vulnerable groups. |
| Providing school uniforms or equipment | H.T | NA | <ul style="list-style-type: none"> Provide free uniform or equipment for families in school who are struggling with costs. £26 per pupil towards uniform costs. Additional uniform and equipment provided according to need and circumstance. | Autumn 2017, Spring and Summer term 2018 | <p>CC The inclusive ethos of St.Barnabas CE Primary continues to develop pride and sense of ownership within its pupils and stakeholders.</p> | Parents engaging and applying for FSM and accessing resources available to them. Pupils have the right uniform and equipment for school. |
| Provide residential activities for children in key stage 2. Subsidise trips for PP pupils Forest School club – PP specific | H.T | £5700 | <ul style="list-style-type: none"> Year 3 and 5 children to Nell Bank and Buckden Hall. | Autumn 2017, Spring and Summer term 2018 | <p>CC Track attendance figures of vulnerable groups.</p> <p>Key Question(s): How is the curriculum being enhanced for vulnerable pupils?</p> | More uptake for PP pupils on residential – all PP children in year 3/5 attended More uptake on visits throughout the year enabling pupils to access learning outside the classroom. |
| Provide opportunities for home school learning including cost of some after school clubs to support teaching. | HT/DHT | Included into the sports premium funding for coach Resources: £2000 | <ul style="list-style-type: none"> Subscribe to Education city to allow families to access learning at home. Parental workshops to provide practical activity support to use at home Year 6 SATS parent/ pupil workshops | Autumn 2017, Spring and Summer term 2018 | <p>Parental questionnaires Parental workshops feedback Impact on end of KS2 outcomes</p> | Parents have appreciated the support for their children in workshops for SATS and after school clubs enriching pupils experiences across the curriculum. |
| Mosaic Project to work with girls and their families to raise self-esteem and aspirations | PEW/HT | Free funding given Resources £500 | <ul style="list-style-type: none"> Targeted Year 5 pupils engaging in the Prince of Wales trust to raise the aspirations of girls working alongside families to develop understanding of opportunities for their future | Summer / Autumn term 2017 | <p>Pupil questionnaires Impact on classroom practise and observations within the classroom environment</p> | This programme had a massive impact on the group of girls who were reluctant to voice opinions and join in with one in particular becoming a peer mediator. |
| Attendance officer – tracking closely the attendance of PP pupils. Making phonecalls, home visits, reporting to HT & governing body Working closely with EWO for follow up visits to parents Tracking persistently absent PP pupils. | Attendance Officer | Part salary £8,000 | <ul style="list-style-type: none"> Targeting pupil premium pupils whose attendance is below 96% Home visits In school meetings with HT/DHT's Liaising with EWO Reporting to governors | All year round | <p>Track attendance figures for Vulnerable groups</p> <p>Key question(s): How is the monitoring impacting on the attendance figures? How is attendance impacting on pupil achievement?</p> | Overall school attendance has increased slightly however the PA group particularly for PP is still an area under monitoring and support. There are individual cases where pupil attendance has improved and these are also pupils with difficult situations. This continues to be an area of improvemen |
| TOTAL | | £142,700 | | | | |
| Per Pupil | | £1371.84 | Additional amount per child spent over the year including all the support listed above. | | | |

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| Performance of disadvantaged pupils at Key Stage 1 | | | | | | | | | | | |
|--|------|----------------|------|--------------|------|---------------|------|---------------|------|-------------|------|
| % Reading EXP+ | | % Writing EXP+ | | % Maths EXP+ | | % Reading GDS | | % Writing GDS | | % Maths GDS | |
| 2016 | 2017 | 2016 | 2017 | 2016 | 2017 | 2016 | 2017 | 2016 | 2017 | 2016 | 2017 |
| 67% | 33% | 69% | 33% | 77% | 50% | 31% | 0% | 23% | 0% | 23% | 0% |

| Performance of disadvantaged pupils at Key Stage 2 | | | | | | | | | | | | | |
|--|------|---------------|------|-------------|------|---------------|------|---------------|------|-------------|------|------------------------------------|------|
| % Reading EXP | | % Writing EXP | | % Maths EXP | | % Reading GDS | | % Writing GDS | | % Maths GDS | | % At EXP Read/Write/Maths Combined | |
| 2016 | 2017 | 2016 | 2017 | 2016 | 2017 | 2016 | 2017 | 2016 | 2017 | 2016 | 2017 | 2016 | 2017 |
| 60% | 71% | 92% | 76% | 68% | 88% | 8% | 12% | 24% | 12% | 8% | 12% | 14% | 6% |

- EXP = Working at the expected level for the age
- GDS = Working at greater Depth exceeding levels for the age
- **RED** = Below the National Averages
- **AMBER** = in line with the National Averages
- **GREEN** = Above the National Averages

In 2017 the number of FSM children 6 who were also in multiple other vulnerable groups ie: SEN, Persistently Absent and EAL