

# Heaton St. Barnabas CE Primary School

## Pupil Premium Plan 2018-19

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

Amount received Pupil Premium: £119,232

Additional money for children adopted from care = £6900 (Number of children Adopted from care = 3)

TOATAL AMOUNT: £126, 132

Number of children eligible for Pupil Premium Funding = 90 children = 22% of school population.

FSM = 61 Children 15% of the 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   |
|--|---|--|---|--|--|--|
| 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                                     | £38,000 (part Salary)  | <ul style="list-style-type: none"> <li>Identify Y5/6 children for booster sessions.</li> <li>Identify staff to deliver targeted support.</li> <li>Deliver booster sessions for targeted pupils.</li> <li>Provide after school workshops to boost literacy and maths. (Jan-May 16)</li> <li>Provide staff CPD / planning support across school for PP action groups</li> </ul> | Autumn 2018, Spring and Summer term 2019 | <p><b>DHT / PHASE LEADER:</b> Analyse data for targeted children to measure impact.</p> <p><b>Key Question(s):</b><br/>How are identified children closing the gap against targets?<br/>How are we accelerating progress for disadvantaged groups and those in danger of not reaching target</p> | Standards of achievement in maths across school is at least good and in some areas outstanding. Pupil premium children are in the main working in line and in some classes above. In Reception end of year baseline places PP pupils in line with the rest of the cohort. KS1 outcomes show PP narrowing of the Gap and end of KS2 TBC |
| Provide additional reading, writing and phonics support to children in key stage 1.  | Phase 2 Leader and Additional support staff training in Phonics | Trained support staff to support in KS1 £2,000<br>CS – 1-1 phonics Phase leader role support £7000 (part salary) | <ul style="list-style-type: none"> <li>Identify Y1 and 2 children for 1:3 support.</li> <li>Identify Y1 and 2 children for 1:1 support</li> <li>Train support staff in phonics teaching</li> <li>Identify children in years 3 who also need additional support moving across Key Stage to maintain the progress.</li> </ul>   | All year round                           | <p><b>HT/DHT/PHASE LEADER:</b> Analyse data for targeted children to measure impact.</p> <p><b>Key Question(s):</b><br/>How are identified children closing the gap against targets?<br/>Have year 2 children who did not pass the phonics test in year 1 passed it in year 2?</p>               | The delivery of reading and phonics has improved significantly. Monitoring and observations demonstrate good levels of achievement within lessons. Phonics screening test has improved on last year to 86%   |

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/<br>Pastoral Care team | Staffing Costs<br>£30,000 of use<br>(Home school Liaison) | <ul style="list-style-type: none"> <li>Run coffee mornings for each year group to target and support vulnerable families.</li> <li>Continue to deliver Parents Classes, Nurturing Programme and provide curriculum workshops.</li> <li>CSE Workshops, NEESIE support, EWO meetings, SATS Parent pupil workshops</li> </ul>  | Autumn 2017, Spring and Summer term 2019 | <b>PEW/ Pastoral team /HT</b> Track attendance figures of vulnerable groups following family support.<br>Promote programmes and workshops and encourage parents to attend<br>Parental engagement timetables<br>Parent workshops to support vulnerable families  | The pastoral team and PEW have been proactive in delivering and supporting family programmes enabling pupils to engage with activities at home better.<br>There has been a higher percentage of parents attending support meetings and engaging with school.   |
| Nurture room facilities / Parent meeting and family room to deliver focused social and emotional support through the use of a Learning Mentor and behaviour mentor as well as meet with families. | Pastoral Care Team<br>HT       | Additional Resources £1400                                | <ul style="list-style-type: none"> <li>Identified area for support and nurture programmes to take place with vulnerable and disadvantaged pupils</li> <li>Identify children through school for targeted social and emotional support.</li> <li>Continue with nurture group for vulnerable pupils.</li> <li>Provide drawing and talking sessions for vulnerable pupils.</li> <li>To overcome barriers to learning by reducing worry and lack of confidence.</li> </ul> | All year round                           | <b>HT/Pastoral care team/Support teacher</b><br>Impact on targeted children taking part in the nurturing programme activities<br>Analyse data for targeted children to measure impact.<br><br><b>Key Question(s):</b><br>Are the sessions having a positive impact on attitude and learning?<br>Is the room being used effectively to support pupils from disadvantaged groups? | Continuous training for pastoral staff has impacted on the social and emotional interactions with pupils.<br>Parents have engaged positively with the nurture programme and this has impacted on the pupil's attitudes to learning. PP pupils are narrowing the gaps to learning across school seen in end of Key Stage data and in year monitoring and assessments. |

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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 £1500 | <ul style="list-style-type: none"> <li>Prioritise PP children to attend</li> <li>To improve overall attendance at school with 96%+ target for PP children.</li> <li>To participate in activities involving social Skills and self-management.</li> </ul>  | All year round | PEW: Analyse attendance data have PP children achieved 95%+ by attending the breakfast club?<br>What is the impact on their behaviour and attitudes to learning in class?  | Breakfast club for targeted pupils has improved PP pupil's attendance levels as seen during monitoring meetings to follow up on pupils at risk of falling behind.<br>This has impacted on attitudes to learning and outcomes.   |
| Maintain the use of 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"> <li>Priority use for PP groups for intervention support and booster sessions</li> <li>Targeted on weekly timetables with key members of staff for reading, writing and maths</li> <li>Support materials specifically for pupils in the PP action groups inc Sp &amp; Lang support And Read write inc phonics 1-1 pupil workbooks.</li> </ul> | All year round | <b>H.T/DHT/AHT:</b> Analyse data for targeted children to measure impact.<br><b>Key Question(s):</b><br>How are identified children closing the gap against targets?<br>Are the sessions having the expected impact? | Intervention rooms have been utilised effectively this year to run effective phonics and reading interventions as well as to withdraw pupils from classes when learning has not been as successful as expected. This has allowed gaps in learning to be plugged as and when needed. |

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| Deliver focused support through the use of additional higher level Teaching Assistants.   | D.H.T<br>PHASE LEADER<br>HLTA | Teaching staff<br>Phase leaders<br>and HLTA<br>Teaching<br>Assistants<br>£20000<br>Training<br>Support<br>£1000 | <ul style="list-style-type: none"> <li>Identify children in Year 2-6 for targeted support.</li> <li>Plan and deliver additional programmes to support learning.</li> <li>Booster workshops after school weekly to identified pupils</li> <li>Address the low baseline on entry data in Reception class and identify pupils who will need additional support in phonics, speech and language and pastoral group work</li> </ul> | Autumn<br>2018, Spring<br>and Summer<br>term 2019 | <p><b>H.T/DHT/AHT/Phase Leader</b> Analyse data for targeted children to measure impact.</p> <p><b>Key Question(s):</b><br/>How are identified children closing the gap against targets?<br/>What is the ongoing impact of interventions, booster classes, pastoral support?</p> | 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 2017. In Year 6 gaps to NA has narrowed and outcomes have improved at the end of 2019 in writing and maths. |
| Continue to close the achievement gap between PP and non PP children in year 2&6 in English and maths and Yr. 1 phonics Screening | SLT                           | Staffing costs<br>Included<br>above in<br>additional<br>leading<br>teacher<br>Resources<br>£500                 | <ul style="list-style-type: none"> <li>Phonics interventions for identified children not at A.R.E</li> <li>Phonics 1-1 and Reading support for PP children</li> <li>Maths, GPS, English workshops after school for PP children in year 6</li> </ul>  | Autumn<br>2017, Spring<br>and Summer<br>term 2019 | <p><b>H.T/DHT/AHT's/Phase leader</b> Analyse data for targeted children to measure impact. Termly book scrutiny.</p> <p><b>Key Question(s):</b><br/>How are identified children closing the gap against targets? What is the impact of workshops and parent support?</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                           | £2,500  | <ul style="list-style-type: none"> <li>Provide free uniform or equipment for families in school who are struggling with costs.</li> <li>£26 per pupil towards uniform costs.</li> <li>Additional uniform and equipment provided according to need and circumstance.</li> <li>All new reception pupils to have identified time to complete forms to ensure all pupil legible for PP access it.</li> </ul>                       | Autumn<br>2018, Spring<br>and Summer<br>term 2019 | <p><b>CC</b> The inclusive ethos of St. Barnabas CE Primary continues to develop pride and sense of ownership within its pupils and stakeholders.</p> <p>Pupils who are legible gain access to the support and resources available and are tracked and monitored accordingly</p> | Parents engaging and applying for FSM and accessing resources available to them. Pupils have the right uniform and equipment for school. Parents are able to understand the support they are entitled to for their children and access this via school support.   |
| Provide residential activities for children in key stage 2. Subsidise trips for PP pupils Forest School club – PP specific        | H.T                           | £8000   | <ul style="list-style-type: none"> <li>Year 3, 5 and 6 children to Nell Bank, Ingleborough Hall and Buckden Hall.</li> </ul>   | Spring and<br>Summer term<br>2019                 | <p><b>CC</b> Track attendance figures of vulnerable groups on residential visits and school trips.</p> <p><b>Key Question(s):</b><br/>How is the curriculum being enhanced for vulnerable pupils?<br/>what is the impact on PP who attend residential visits?</p>                | More uptake for PP pupils on residential – all PP children in year 3/5/6 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<br>the sports<br>premium<br>funding for<br>coach<br>Resources:<br>£1700                           | <ul style="list-style-type: none"> <li>Subscribe to online software to allow families to access learning at home.</li> <li>Parental workshops to provide practical activity support to use at home</li> <li>Year 6 SATS parent/ pupil workshops</li> </ul>   | Autumn<br>2017, Spring<br>and Summer<br>term 2018 | <p>Parental questionnaires<br/>Parental workshops feedback<br/>Impact on end of KS2 outcomes</p> <p>How have the workshops supported vulnerable families to engage with school and impact on their children's learning?</p>  | Parents have appreciated the support for their children in workshops for SATS and after school clubs enriching pupils experiences across the curriculum. Parents have been active to join in and support pupils   |

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| Maths Programme for KS1 and Early Years<br>Rachel Jacobs   | KS1 & EYFS Teachers | £800<br>Part funded with resources for classes | <ul style="list-style-type: none"> <li>Targeted EYFS &amp; KS1 pupils engaging in greater depth challenging activities</li> </ul>  | Autumn term 2018       | Pupil questionnaires – maths<br>Impact on classroom practise and observations within the classroom environment   | The programme has significantly impacted on the outcomes in Maths for pupils in EYFS and KS1. Maths outcomes in Reception are in line and above last year and provision in Year 1 significantly improved.   |
| White rose Maths Hub Training for 2x Teaching Assistants in Lower Key Stage 2  | Support staff       | Staff cover £500<br>Resources £250             | <ul style="list-style-type: none"> <li>Targeted support for PP pupils to close the gap in learning in maths</li> <li>Improve mental maths agility in the teaching and learning of times tables</li> </ul>                                | All year round 2018/19 | Pupil progress meeting – targeted actions groups for interventions including of PP<br>Impact of the sessions on PP pupils in closing the gaps<br>Impact on mental maths agility and tables       | Two members of staff have significantly improved their ability to provide small group interventions to narrow the gaps for PP pupils – impact seen in targeted pupils action plans  |
| Attendance officer – tracking closely the attendance of PP pupils. Making phone calls, home visits, reporting to HT, safeguarding meetings & governing body<br>Working closely with EWO for follow up visits to parents<br>Tracking persistently absent PP pupils. | Attendance Officer  | Part salary £8,000                             | <ul style="list-style-type: none"> <li>Targeting pupil premium pupils whose attendance is below 96%</li> <li>Home visits</li> <li>In school meetings with HT/DHT's</li> <li>Liaising with EWO</li> <li>Reporting to governors</li> </ul> | All year round         | Track attendance figures for Vulnerable groups<br><br><b>Key question(s):</b><br>How is the monitoring impacting on the attendance figures?<br>How is attendance impacting on pupil achievement? | Whilst attendance continues to be a significant factor for the school as a whole still sitting below 96% at 94.9% the targeted vulnerable pupils attendance has improved and engagement with parents to make the improvements has got better with the persistence of the attendance officer following attendance and extended leave up. |
| <b>TOTAL</b>   |                     | <b>£126,150</b>                                |  |                        |  |   |
| <b>Per Pupil</b>   |                     | <b>£1401.66</b>                                | 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 2 |      |               |      |             |      |               |      |               |      |             |      |                                    |      |
|--|------|---------------|------|-------------|------|---------------|------|---------------|------|-------------|------|------------------------------------|------|
| % Reading EXP                                      |      | % Writing EXP |      | % Maths EXP |      | % Reading GDS |      | % Writing GDS |      | % Maths GDS |      | % At EXP Read/Write/Maths Combined |      |
| 2018   | 2019 | 2018          | 2019 | 2018        | 2019 | 2018          | 2019 | 2018          | 2019 | 2018        | 2019 | 2018                               | 2019 |
|  |      |               |      |             |      |               |      |               |      |             |      |                                    |      |

| Performance of disadvantaged pupils at Key Stage 1 |      |                |      |              |      |               |      |               |      |             |      |
|--|------|----------------|------|--------------|------|---------------|------|---------------|------|-------------|------|
| % Reading EXP+                                     |      | % Writing EXP+ |      | % Maths EXP+ |      | % Reading GDS |      | % Writing GDS |      | % Maths GDS |      |
| 2018   | 2019 | 2018           | 2019 | 2018         | 2019 | 2018          | 2019 | 2018          | 2019 | 2018        | 2019 |
|  |      |                |      |              |      |               |      |               |      |             |      |

- 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 2019 the number of FSM children 6 who were also in multiple other vulnerable groups ie: SEN, Persistently Absent and EAL*