



Pupil premium strategy statement

Barton Clough Primary School

| 1. Summary information | | | | | |
|------------------------|-----------------------|----------------------------------|---------|--|--|
| School | Barton Clough Primary | | | | |
| Academic Year | 2018-19 | Total PP budget | £54,120 | Date of most recent PP Review | |
| Total number of pupils | 217 | Number of pupils eligible for PP | 41 | Date for next internal review of this strategy | |

| 2. Current attainment | | |
|---|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| 57% achieving in reading, writing and maths (65% excluding SEN) | 33% | % |
| 77% making progress in reading (88% excluding SEN) | 67% | % |
| 67% making progress in writing (77% excluding SEN) | 50% | % |
| 70% making progress in maths (81% excluding SEN) | 67% | % |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Limited in school data for PP pupils. School doesn't currently have historic internal academic data to be able to compare PP with non PP. |
| B. | Parental engagement has been low for a number of years |
| C. | Social and emotional difficulties for some PP pupils is a barrier to them making expected progress and ARE. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Attendance – overall school attendance was 94% for year 2017-18. 69% of PP eligible for PP had below 96% attendance |

| 4. Desired outcomes | |
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| | <i>Desired outcomes and how they will be measured</i> |
| | <i>Success criteria</i> |



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| A. | School data system provides information to teachers and senior leaders on the progress and attainment of all pupils including PP. Information on pupils in school is accurate so that school receives correct funding for PP children. | All staff are using data to track and monitor pupils progress and attainment. Data for PP pupils is used to plan intervention where needed. The correct checks are completed for families who are possibly eligible for PP. |
| B. | Parents attend school workshops and more actively engaged with their children's learning. | Parents attendance at workshops increases and parents of pupils receiving PP will be targeted. Parents of pupils receiving PP will be targeted to attend parents evenings. Parents involvement with homework will be monitored. |
| C. | Pupils who have additional social and emotional needs will be supported to make progress and expected outcomes | Data for PP pupils will be monitored by class teachers and senior staff to ensure progress is being made. |
| D. | Attendance for all pupils is 96%. PP pupils will be closely monitored. | Attendance across school has improved to be in line with national average including PP pupils. |

5. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| A School data systems provides information to teachers and senior leaders on the progress and attainment of all pupils including PP. | Training for teachers on how to use SPTO to ensure that children's achievements are regularly updated and monitored. Pupil progress meetings will provide teachers with the opportunity to discuss progress and attainment | Having a data system which is understood by all staff members and is used regularly will provide all with the opportunity to measure progress and attainment confidently. The EEF toolkit shows evidence that individualised instruction through the individual morning packs has a positive impact on learners. | Ensure that the right training is delivered by SPTO and from the HT/DHT in using SPTO. Monitoring the use of SPTO and addressing issues as and when they arise. Ensure that morning packs are set up and ready for class teachers to use. Close monitoring of the choice of | HT / DHT | Jan 2019 |



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| | <p>and identify next steps with particular focus on pupils receiving PP. Morning packs are introduced for each pupil based on outcomes from weekly tests.</p> <p>Teaching assistants support with intervention programmes and morning packs following PP meetings identifying pupils who need to improve progress and attainment.</p> | | <p>activities with gaps in learning.</p> <p>Monitor the delivery of intervention programmes by TAs and the impact this is having on progress and attainment.</p> | | December 2018 |
| B Parents attend school workshops and more actively engaged with their children's learning. | <p>School provides half termly opportunities for parents and carers to engage in their children's education. Workshops will focus on different aspects of the curriculum and will provide parents / carers with the opportunity to work with their child on a task to develop learning. PP pupils parents / carers attendance will be monitored and encouraged.</p> | <p>Evidence from the EEF toolkit suggests that by increasing parental engagement with children's learning it can have 2 to 3 months' positive impact. <i>"Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact."</i></p> <p>In January 2018, parents expressed an interest in being more involved with their children's learning and have so far welcomed the workshops provided. Attendance is slowly improving.</p> | <p>Planning of workshops is done in advance with careful thought given to the activity chosen and potential barriers to parents. DHT to monitor attendance lists and discuss with class teachers plans to encourage parents of those pupils receiving PP to participate.</p> | HT / DHT | Jan 2019 |
| Total budgeted cost | | | | | <p>£1444 (SPTO)</p> <p>£1000 resources for morning packs</p> <p>£ 4195 TA costs</p> |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review |



| | | | | | implementation? |
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| A School data is used to support and develop the needs of pupils within EYFS | School to participate in an EYFS speech and language project to identify emerging difficulties with speech and language with early years children. Resources to include – training for staff on 'Introduction to Wellcomm', access to ELKLAN training, access to EAL training and support from a speech therapist. PP pupils to be targeted for intervention. | Speech, language and communication and narrowing the word gap for children in the early years are both key priorities nationally and locally. Trafford's EYFS profile 2017 highlighted some key challenges and areas for development linked to children achieving a good level of development. The EEF toolkit shows evidence that individualised instruction through the individual morning packs has a positive impact on learners. | Ensure that all relevant staff within the EYFS receive training. Plans are put in place to identify groups of pupils, including PP pupils, to receive the intervention programme. The impact on speech and language development is monitored and data gathered to support evidence of impact. | HT, DHT, EYFS teacher | January 2019 |
| C Pupils who have additional social and emotional needs will be supported to make progress and expected outcomes | SDQ's identify pupils who are of concern to staff. Data is analysed to consider how the emotional and social needs are impacting on progress and attainment for all pupils but with consideration for pupils receiving PP. FWA to receive training on Foundations for Change to deliver to individual pupils. Play therapy to take place for identified pupils scoring low enough on the SDQ. All pupils to be considered for play therapy but priority for pupils receiving PP. | The EEF toolkit provides evidence that " <i>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i> " The EEF toolkit also identifies that overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. " <i>On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</i> " | FWA to receive training for Foundations for Change early in the autumn term and then SDQ's completed to identify appropriate pupils. SDQ to be repeated to measure impact on social, emotional and behaviour and also data to be analysed to look for impact on progression and attainment. Play therapist to start in school in the autumn term to work with pupils over a 12 week block. Reports from the therapist support evidence of impact along with SDQ to measure improvement in social, emotional and behaviour of pupil. Data analysed to measure impact on progress and attainment. | HT, FWA | January 2019 |



| Total budgeted cost | | | | | <p>£4968 total for 4 pupils. 1 pupil LAC, total PP spent on play therapy £4000</p> <p>Supply cost to release EYFS teacher £900</p> <p>£39,025 FWA salary</p> |
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| iii. Other approaches | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| D Attendance for all pupils is 96% including PP pupils | Review of current procedures for attendance and set clear expectations with parents in terms of punctuality and pupils being absent from school. Monitoring of pupils and families to become part of daily registration process as well as part of vulnerable pupils meetings. Identification of PP families to monitor attendance and offer appropriate support where needed to ensure that children arrive on time and don't miss school. Celebrate good attendance in school and reward pupils for good punctuality and attendance. Support from an EWO termly. | School's current attendance is below national average and so therefore needs to improve. A culture within the school where if one child is ill, the whole family stay at home is one that is historic and needs challenging for attainment to increase. | Set out clear expectations with parents and procedures within school. Ensure the procedures are followed and challenge of punctuality and attendance happens when appropriate. Regular meetings with the attendance lead. | HT, DHT, FWA and Attendance lead. | January 2019 |



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| <p>To provide a range of experiences for all pupils to ensure participation and enjoyment both within school and the wider community</p> | <p>Subsidy of school trips is an essential requirement to enable all our pupils to experience</p> | | | | |
| | | | | | <p style="text-align: right;">Total budgeted cost</p> <p>EWO - £756 for 3 sessions</p> <p>Attendance rewards £500</p> <p>Subsidary for Robinwood £2300</p> |

| 6. Review of expenditure | | | | | |
|--------------------------------|--------|------------------------------------|-----------------|------|--|
| Previous Academic Year | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen | Estimated impact: Did you meet the | Lessons learned | Cost | |



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| | action/approach | success criteria? Include impact on pupils not eligible for PP, if appropriate. | (and whether you will continue with this approach) | |
| Teaching Assistants X5 supporting with interventions and classroom support | Teaching assistants work across school in different classes supporting teaching. TAs deliver intervention and booster sessions to support with gaps in learning. | Impact of TAs working with children in booster session has shown some improvement in progress since the beginning of the year. | Not enough focus on pupils receiving PP when identifying pupils to receive intervention. Teachers not always aware of the pupils in their class who receive pupil premium funding and how they are accessing additional support from Teaching Assistants. | £26,773.75 |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Salary for Health and Well Being Officer | Designated safeguarding lead Attends safeguarding meetings for pupils at CIN and CP level. Supports work with attendance lead Works with families to complete EHA's. Line manager for TA delivering pastoral interventions within school. Liaises with play therapist. | Relevant members of safeguarding team have regular updates and are aware of issues for specific families. Children who require additional support receive the relevant intervention. Staff in school, responsible for delivering pastoral intervention are monitored and supported when required. | Focus on working with PP families wasn't a priority. Families not properly identified as being eligible to receive PP. From academic year 2018/19, FWA role the autumn term to support families identify themselves to the school as being eligible to receive PP. | £29,909 |
| iii. Other approaches | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |



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| EWO | Support school to challenge families with poor attendance | Support given in terms of home visits. Half termly meetings provided an opportunity to discuss concerns and how the school was challenging cases. | Continue to use EWO but reduce hours. School to develop a more robust system to monitor and challenge poor attendance. Use of the EWO for extreme cases. | £816 |
| Educational trips and visits | Supporting families to pay for cost of residential. | Children who wouldn't normally, experience an outdoor activity centre and residential. One family wouldn't have been able to attend without support. | Establish within PP policy how to take account of pupils in class receiving PP and the cost implications per child so all pupils benefit. | £2,800 (Robinwood for Y6) £200 (other trips) |

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk