

## St Bartholomew's C of E Primary School

### *Pupil Premium Strategy and Review of Impact - Academic Year 2017/18*



**Overview of the school:** St Bartholomew's C of E Primary School is a larger than average inner city school serving an area of significant deprivation. Pupils come from a wide range of backgrounds and ethnicities. The proportion of children who join and leave the school within the academic year is significantly higher than national. Many children who arrive at school have little or no English, with many not having been to a school in their country of origin. We have high aspirations and ambitions for our pupils and we strongly believe that it is not about backgrounds, culture or challenges but your passion and thirst for knowledge and your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that all pupils are given every chance to realise and reach their full potential.

Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to the maximum effect.

For our school, it is important to note that we invest the pupil premium in our pupils regardless of whether they are low attaining or not.

The Pupil Premium is specific, additional funding received by schools to provide additional support for children from low-income families or those children who are looked after. The extra funding is provided to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged backgrounds and those from more affluent backgrounds.

The funding is provided to children who:

- Have been eligible for free school meals at any point in the last six years
- Have been looked after continuously for a period of six months

- Have parents currently serving in the armed forces

#### 1. Summary Information

**School:** St Bartholomew's C of E Primary School

**Academic Year:** 2017 - 2018

**Total PP budget:** £372,240

**Date of most recent PP review:** NA

**Total number of pupils:** 721

**Number of pupils eligible for PP funding:** 285

**Date for next internal review of this strategy:** July 2018

## 2. Current Attainment (2016 -2017)

	All pupils			Pupils eligible for PP funding			Pupils not eligible for PP funding		
	School	National	Leeds	School	National	Leeds	School	National	Leeds
<b>EYFS:</b> % attaining GLD	51%	70%	65%	48%	57%		52%	73%	
<b>Y1:</b> % at the required standard in the Y1 Phonics test	71%	81%	77%	68%			72%	84%	
<b>KS1:</b> % achieving the expected level in reading	65%	76%	68%	54%		54%	75%	79%	74%
<b>KS1:</b> % achieving the expected level in writing	54%	68%	59%	36%		41%	71%	72%	66%
<b>KS1:</b> % achieving the expected level in maths	65%	75%	68%	50%		53%	77%	79%	74%
<b>KS2:</b> % achieving the expected level in reading, writing and maths	69%	61%	56%	58%		39%	85%	67%	64%
<b>KS2:</b> % achieving the expected level in reading	73%	72%	66%	64%		52%	85%	77%	74.5%
<b>KS2:</b> % achieving the expected level in writing	74%	76%	69%	64%		56%	88%	81%	77.2%
<b>KS2:</b> % achieving the expected level in GPS	77%	77%	74%	67%		61%	93%	82%	81%
<b>KS2:</b> % achieving the expected level in maths	79%	75%	71%	72%		56%	85%	80%	79%
<b>Reading progress score:</b>	+8.6 – well above national			+ 7.56			+10.07	+0.33	
<b>Writing progress score:</b>	+5.9 – well above national			+ 5.6			+6.35	+0.18	
<b>Maths progress score:</b>	+7.4 – well above national			+ 6.98			+7.96	+0.28	

### 3. Barriers to future attainment (for pupils eligible for PP, including the higher ability)

#### In school barriers *(issues to be addressed in school such as poor oral language skills)*

<b>A.</b>	Cognitive: The majority of children enter school significantly below age related expectations Some children require further support with their knowledge and understanding of basic skills in reading, writing and maths. Gaps in learning mean that some children need to be targeted for individualised/ small group support to help them catch up.
<b>B.</b>	Social/ emotional/behaviour issues: Children require support to develop their self-confidence and independence due to a variety of factors. The school's non exclusion policy helps integrate children with significant behavioural issues into main stream education, however these children require individualised support
<b>C.</b>	Oral language: Spoken language skills of children in Reception and KS1 are lower for children eligible for PP than other children. This has an impact upon reading and writing attainment. Many children throughout school have specific needs with their language and communication, which require additional targeted support.
<b>D.</b>	Mobility: Many children enter/leave the school within the year – by the time children reach Year 6, a significant proportion have arrived since Reception.
<b>E.</b>	Financial/ home life implications: Many children have less access to cultural and social experiences, which would enhance their skills, knowledge and understanding of the wider world and help develop their imagination. Numerous families struggle to provide a sustained healthy diet for their children which can result in children being distracted as they are coming to school hungry Some families find it difficult to ensure their children are 'school ready' - many children come to school without appropriate uniform, PE kit and equipment such as glasses and hearing aids.
<b>F.</b>	Attendance: Some families have low attendance/ poor punctuality due to issues arising from home. Due to lack of school places in some areas, children of ten travel from out of catchment and require support with travelling arrangements so they can attend school every day

#### 4. Planned expenditure

Academic year: 2017- 2018

##### A. Quality of teaching for all

Desired outcome	Barrier addressed	Action	Cost	How this will be monitored	Staff	Review/ evaluation
High quality teaching and learning	A	6 additional teachers employed to ensure children's individual needs are met throughout school.	£200,000	Progress and attainment meetings Data Lesson observations Book scrutiny	SLT	<p>1. Lesson monitoring throughout 2017- 2018 was very positive. 64% of the lessons across school were judged as outstanding, with 28% as good and 2% requiring improvement.</p> <p>2. High quality first teaching and targeted interventions supported the needs of identified children, to ensure a positive impact on progress and attainment (see year group summer analysis).</p> <p>3. Smaller class sizes for English and Maths ensured a higher adult to child ratio. Instant feedback was provided to children within lessons to enable them to understand their learning and challenge them further. This was observed during lesson monitoring and through book scrutiny.</p> <p>4. Progress data was once again positive – KS2 progress scores for disadvantaged children are as follows: reading +2.1, writing +4.1 and maths +2.2 - these are all significantly above average.</p>
<b>Total budgeted cost</b>					<b>£200,000</b>	

## 5. Targeted Support

Desired outcome	Barrier addressed	Action	Cost	How this will be monitored	Staff	Review/ evaluation
Improved oral language and communications skills for targeted children	C	To employ an in house speech and language therapist to support children with specific needs and to support staff in the delivery of support programs.	£30,000	Regular meetings between Speech and language and SENCO to discuss progress of children  Children's specific targets identified on Graduated support records are reviewed at least each term and progress identified	Speech and Language therapist	1. 95% of Pupil Premium children receiving support from the speech and language therapist made rapid progress across the year. For these children 80% + of their targets were achieved/ partly achieved.
To improve the confidence and behaviour of targeted children	B	To employ 4 additional behaviour/ learning mentors to support within class and to deliver targeted interventions.	£100,000	Child questionnaires Behaviour monitoring forms Lesson observations Graduated support records	Phase leaders/ intervention leaders	1. Lesson observations indicate that children's behaviour is a strength. The careful deployment of skilled behaviour mentors ensures identified children are effectively supported and are engaged in their learning. 2. Pastoral intervention sessions delivered by behaviour mentors ensure that children have an opportunity to develop their social skills and confidence. Pupil questionnaires indicate children feel their behaviour and confidence has improved as a result of the sessions.

To raise the attendance rate of targeted families	F	<ol style="list-style-type: none"> <li>1. To use funds to pay for a cluster Area Inclusion Officer</li> <li>2. Office staff to work additional hours relating to attendance issues</li> <li>3. To maintain the school mini-bus to help support targeted families with attendance and punctuality.</li> </ol>	£10,000	Attendance meeting every 2 weeks with AIO Attendance rates to be monitored	AIO Head teacher Office staff	<p>The school has been successful at reducing the percentage of persistent absences this year. Through working with the Area Inclusion Officer and allocating additional hours to office staff, persistent absences have reduced from 8.1% in 2016- 2017 to 6.4% in 2017 – 2018 (the lowest % in three years). Many of these children are Pupil Premium and do not live in the area. They have moved house but cannot find a school place in their area. They have to travel across the city to St Bartholomew’s, which they often find very difficult.</p>
To improve children’s phonics knowledge and reading comprehension	A	<ol style="list-style-type: none"> <li>1. To purchase the Lexia program to be used as a daily support for reading.</li> <li>2. Pay for additional time for support staff to lead reading intervention before school</li> </ol>	£5000	Phonics screening data Pupil progress meetings School termly assessment data	Trained support staff	<ol style="list-style-type: none"> <li>1. Phonics screening results in Year 1 have continued to rise. Over the past 3 years there has been an upward rise from 66% in 2016 to 72% in 2018. The Phonics screening results of disadvantaged children have continued to rise significantly from 49% in 2016 to 68% in 2017 and now to 73% in 2018 (which for the first time is above national disadvantaged)</li> <li>2. In Key Stage 1 reading results dipped when compared to 2017 - 56% compared to 65%. However this was still a rise from 48% in 2016. Attainment in reading at greater</li> </ol>

						<p>depth has increased from 8% to 12% this year. There has been a significant increase in the attainment of disadvantaged children at greater depth, which has risen from 0% in 2017 to 9% in 2018.</p> <p>3. Although 2018 reading attainment for KS2 children is for the first time below national, the reading progress is significantly above average at +3.1.</p>
To provide PP children and families with individualised support	B, D, E, F	Family Support worker to support identified families on a daily basis with social and emotional needs	£10,000	Attendance data Feedback from teachers Behaviour records Case studies	Family support worker	<p>1. The Senior Family Support Worker has ensured the attendance of identified children has improved and that children arrive in school ready for learning.</p> <p>2. Support provided to families to ensure children are able to access their learning. The Family Support Worker has worked in partnership with the local opticians to ensure children attend appointments and that glasses are collected/ replaced if needed – see case studies.</p> <p>3. The school provides a crèche to allow parents and children from identified families to attend Family Learning sessions. This has engaged otherwise reluctant families to develop their basic skills in English and Maths and has taught parents</p>

						strategies to support their children's learning.
<b>Total budgeted cost</b>					<b>£155,000</b>	
<b>2. Other approaches</b>						
<b>Desired outcome</b>	<b>Barrier addressed</b>	<b>Action</b>	<b>Cost</b>	<b>How this will be monitored</b>	<b>Staff</b>	<b>Review/ evaluation</b>
All children access residential and out of school visits to enhance their experiences and improve confidence.	A, B, C, E	Subsidised residential and school visits	£10,000	Book scrutiny Attendance rates Feedback from staff Behaviour records Case studies	Phase leaders	1. The opportunity to attend out of school activities including a residential has further enhanced children's first hand experiences. Book scrutiny identified that children's writing is more imaginative and engaging as a result of the quality experiences the school has provided. 2. Through discussions with teachers and through pupil questionnaires it was clear that targeted children developed their confidence and emotional well-being as a result of attending a residential visit to a local activity centre.
To ensure children are ready for learning and have access to a healthy breakfast/evening meal	A, B, E, F	1. Subsidised breakfast and afterschool club offered free of charge to all PP children. 2. To support children with their	£7000	Attendance data Case studies Pupil progress data	SLT Breakfast/ After-school club staff	1. The school is engaging a high number of targeted families to ensure their children attend breakfast club and after-school club. Analysis of before and after school provision clearly shows the extent to which vulnerable families are engaging with the school's offer of subsidised places. This year 54% of all pupil premium

		homework/ reading during these sessions				children attended breakfast club and 42% attended afterschool club. This provision continues to support children with their homework, reading and ensurs children are well fed and ready for their learning. See case studies for examples of impact.
All ensure children have access to a safe environment during school holidays	A, B, C, D, E, F	To provide PP children with free additional learning and extra-curricular opportunities during school holidays through the school's play scheme	10,000	Case studies Attendance data Behaviour records	Head teacher  Play scheme leader	1. Similarly to above, the school targets vulnerable families to ensure children have the opportunity to attend the holiday scheme. This year 51% of all pupil premium children attended the school holiday schemes throughout the year. Case studies indicate the impact these have had on targeted families.
<b>Total budgeted cost</b>					<b>£27,000</b>	

<b>Total expenditure</b>	<b>£382,000</b>
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