



St Bartholomew's C of E Primary School

Pupil Premium Provision and Expenditure Review- Academic Year 2016/2017

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 pupils are given every chance to realise 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.

Total number of pupils on roll	680
Number and percentage of pupils eligible for pupil premium funding	288 = 42%
Total amount of pupil premium funding received by the school	£380740

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

The school has identified the following barriers to learning that children who are eligible for pupil premium funding may face:

- Cognitive /learning development
- Speech and language
- Attendance/ punctuality
- Social/ emotional – confidence
- Behaviour
- Home circumstances

It is important to note that not all children who are eligible for pupil premium funding will have any barriers to their learning. Additionally some children may need support with several identified barriers. The school assesses eligible children termly in order to provide the very best provision to enable them to reach their full potential.

Outline of spending 2016/17

Expenditure – staffing

Additional teachers x 5	£175000
Additional HLTAs x 3	£90000
Office admin	£730
Office attendance	£2150
Speech and language therapist	£42750
Family support worker	£11500
Additional tuition/ boosters	£7000
Total	= £329130

Expenditure – provision

School mini bus	£22290
Subsidised residential visit	£6200
Extended school day provision	£13300
Total	=£41790

Expenditure – resources

Lexia	£2245
Additional Maths resources	£5000
Additional English resources	£4000
Additional ICT resources/ equipment	£3000
Additional resources – book bags / uniform support	£5000
Total	=£19245

Total expenditure - £390165

Provision plan 2016/17

Overview: How will we invest to make sure children have the best possible provision?

Key Priorities	Actions and timescales	Cost/ staffing	Evaluation of impact
Support pupil premium children in EYFS	Identify PP children in EYFS and focus on baseline assessment and induction Continue procedures to ensure PP children in EYFS are routinely monitored and supported	Additional teacher x1 = £35000 Additional HTLA x 1 = £30000	16% of children on track to achieve GLD on entry to EYFS. Due to rapid progress there were 51% of children achieving GLD by the end of the academic year. In Autumn there was a 12% gap between PP and non PP children who were expected to achieve GLD – by the end of the year the gap had decreased to 5%. PP children are out performing non PP children in terms of progress in 10 of the 17 areas of learning.
To ensure a higher proportion of PP year 1 children achieve minimum expectations in reading, writing and maths	Additional 4 th set for English, maths and phonics to reduce teaching group sizes. Targeted support for all children in the year group to address misconceptions and gaps in learning through effective interventions.	Additional teacher x1 = £35000	The phonics results in Year 1 have continued to rise from 66% in 2016 to 70% in 2017. Due to the use of Pupil Premium funding over the past 2 years the percentage of children passing the phonics screening has risen by 18% from 2015-2017. The % of PP children passing the phonics screening test has

			<p>risen from 62% in 2016 to 69% in 2017 which is a rise of 7%.</p> <p>There were 39% of PP children in the cohort who attained the Early learning Goal in writing in reception – this has risen in Y1 to 45% attaining ARE.</p> <p>There were 42% of PP children who attained the Early Learning Goal in maths in Reception – this has now risen in Y1 to 45% attaining ARE.</p> <p>When compared to last year's Y1 results there was a significant increase in the attainment of PP children at ARE in reading(+19%), writing(+20%) and maths (+15)</p>
To narrow the gap between the attainment and achievement of PP children compared to non PP children in Year 2 SATs	<p>Additional 4th set for English, maths and phonics to reduce teaching group sizes.</p> <p>Targeted support for all children in the year group to address misconceptions and gaps in learning through effective interventions.</p> <p>Purchase high quality resources to support all areas of English and maths</p>	<p>Additional teacher x1 = £35000</p> <p>Additional resources = £3000</p> <p>Additional HLTA x 1 = 30000</p>	<p>In reading the Gap between PP and non PP children has narrowed by 15% when compared with previous year 1 data. There has been an increase of 19% of PP children attaining end of year expectations when compared to the previous year 1 data.</p>

			<p>In writing there has been a 12% increase in children attaining age related expectations when compared to the previous year 1 results.</p> <p>In maths the gap between PP and Non PP children has narrowed by 8% since the end of Year 1.</p> <p>There has been a 24% increase in attainment for PP children achieving age related expectations when compared to the previous Year 1 results.</p>
<p>To ensure a higher proportion of PP children in Years 3,4 and 5 achieve minimum expectations in reading, writing and maths</p>	<p>Additional 4th set in years 3,4 and 5 to reduce teaching group sizes and provide more targeted support to PP children.</p> <p>Targeted support for all children in the year group to address misconceptions and gaps in learning through effective interventions.</p> <p>Purchase of high quality resources to support all areas of English and maths</p>	<p>Additional teacher x2 = £70000</p> <p>Additional resources= £6000</p>	<p>In KS2 children continue to make excellent progress and attainment at expected standard continues to rise in reading writing and maths.</p> <p>In year 3 The % of PP children attaining end of year expectations has increased in reading, writing and maths when compared to previous Year 2 results.</p> <p>Reading - increase of 8%, writing an increase of 3% and in maths an increase of 6%. This is especially</p>

			<p>pleasing due to the high mobility of the year group this year.</p> <p>In Year 4 the % of PP children meeting the end of year expectations has increased by 6% in reading, 4% in writing and 7% in maths when compared to the previous Year 3 results.</p> <p>In Year 5 the % of PP children meeting the end of year expectations has increased in all subjects – by 5% in reading, 4% in writing and 7% in maths.</p>
<p>To narrow the gap between the attainment and achievement of PP children compared to non PP children in Year 6 SATs</p>	<p>Additional set in Year 6 to reduce teacher group sizes and provide more targeted support to PP children</p> <p>Targeted support for all children in the year group to address misconceptions and gaps in learning through effective interventions.</p> <p>Free additional tuition offered to children in the year group</p> <p>Purchase high quality resources to support all areas of English and maths</p>	<p>Additional HLTA x 1 = £30000</p> <p>Additional tuition/ booster classes = £7000</p>	<p>‘A scan of the pupil level data reveals that nearly every child in the year group made better than expected progress in every subject’ Ian Stokes July 2017 (data consultant).</p> <p>In RWM the number of PP children meeting the expected standard has increased from 51% to 57%</p> <p>The school’s combined % for RWM is 69% compared to a national figure of 65%</p> <p>Early progress measures indicate the school has performed very well again.</p>

			<p>Progress score in reading is 8.6 compared to the floor standard of -5</p> <p>Progress score in writing is 5.9 compared to a floor standard of -7.</p> <p>Progress score in maths is 7.4 compared to a floor standard of - 5.</p>
To provide additional speech and language support to targeted children	<p>Where required children (especially in EYFS, and KS1) are supported by the school's in house speech and language therapist.</p> <p>Daily or weekly sessions are provided and additional resources available to parents to help support their child further.</p>	Speech and language therapist full time = £42750	Children have continued to have access to weekly speech and language provision. See individual graduated support plans to show the pleasing progress children are making towards their targets.
To provide PP children and parents with identified individual support	To support children and parents on a daily basis with their social and emotional needs.	Family support worker = £11500	Case studies indicate the individualised support the school has provided for targeted families and how this has impacted upon children. Firm links have now been made with local partners such as the opticians.
To ensure children with specific behaviour needs are supported throughout school	HILTA to lead behaviour intervention groups that promote positive relationships between children and their peers. This intervention will also enable children to discuss their feelings	HLTA x 0.5 = £15000	Behaviour questionnaires of targeted children indicate that children have an increased understanding of their behaviour in school and have been able to discuss

	and understand rules and routines within school.		strategies to help them improve their behaviour. Children feel very positive about the support they have received and case studies and behaviour records indicate a remarkable improvement in the behaviour of targeted children.
Purchase of school minibus to support attendance and to facilitate enrichment activities for all year groups	School minibus used to provide emergency transport to and from school when required To extend experiences and enrichment activities of PP children across school e.g educational visits, theatre groups, visits to the school allotment, sporting events,	Purchase of minibus = £22290	Case studies indicate that the use of the school minibus has increased attendance for targeted children. E,g The attendance of one family has now increased from 40% to over 80%
To provide subsidised residential visits for PP children in Year 5	To extend experiences and build confidence of PP children in Year 5 by providing a 5 day residential visit to Lineham farm. Children learn about the importance of team work and develop resilience and confidence through the activities provided.	Cost of residential = £6200	Case studies evidence the impact on the confidence of targeted children following the residential visit. Children were given life experiences that they would usually not have access to.
To provide subsidised extended school day provision for PP children	School to provide a free healthy breakfast to ensure the children start the day in a positive way.	Subsidised extended school provision = £13300	Teachers report that there has been an increase in the amount of homework completed and that children have had the opportunity to read before

	<p>Nursery children offered free wrap around care (5 days a week) to help increase levels of attainment in EYFS</p> <p>Afterschool club provided to support children with homework and to help develop confidence through team work/ sporting activities. Meal provided to ensure children are not leaving school hungry.</p>		<p>school. See results to evidence impact.</p> <p>Lesson observations indicate children have improved concentration levels and are active and keen in their learning.</p>
<p>To ensure rigorous data tracking and improved attendance/ punctuality of PP children</p>	<p>PP funding allocated to ensure designated office staff work in partnership with AIO to improve attendance and punctuality of targeted children and families.</p> <p>Free breakfast club provided to PP children to ensure punctuality and attendance.</p> <p>Use of school minibus – see above</p>	<p>Office admin/ attendance = £2880</p>	<p>See attendance officer case studies.</p>
<p>To raise attainment in phonics and reading throughout the school</p>	<p>Purchase of Lexia reading programme to be used in targeted times before and during the school day.</p>	<p>Subscription to Lexia = £2245</p>	<p>Phonics results continue to improve - see year 1 and 2 results.</p> <p>See reading results across the school.</p>
<p>Purchase of Maths Scheme and English resources to ensure progression across school and help to deliver quality first</p>	<p>Purchase of new maths scheme – training provided to staff. Maths leaders to monitor the effectiveness and impact of the new scheme across school</p> <p>Purchase of grammar and comprehension resources to aid in the delivery of the new curriculum</p>	<p>Busy Ant Maths Scheme and English resources – see additional resources per year group/ phase above</p>	<p>Lesson observations indicated clear and pleasing progression across school – this is reflected in the school’s results – see Year group data.</p> <p>Teachers have spoken very positively about the new schemes and feel more</p>

teaching to all children.			supported in planning and delivering the very best lessons that match the needs of all children. Lesson observations indicated that 64% of maths lessons and 48% of English lessons were judged to be outstanding.
Purchase of addition ICT resources and equipment to enhance learning	I Pads and Laptops purchased in order to provide PP children with subject specific equipment to aid learning and help them achieve their potential. This equipment is used in afterschool club to facilitate homework activities	£3000	Teachers report an increase in confidence of PP children when using ICT equipment. They now have access to a wide range of resources that they could not access at home.
Subsidised purchase of additional resources eg. Uniform, book bags, house T-shirts etc – ensuring children are school ready	School provides children with necessary equipment to ensure they are school ready.	£5000	All children have uniform and the essential school equipment ensuring lessons such as PE run smoothly and effectively.

This Strategy was reviewed in July 2017