



Barton Church of England Primary School – Pupil Premium 2020-2021

In 2020/2021 Barton Church of England Primary School has been allocated a total of £12,105 (£1345 per child x 9).

The Pupil Premium Grant funding is for the financial year based on Jan 2020 Census, nine, 'Ever 6' children (PPG).

In light of COVID and the lockdown in the Spring and Summer terms of 2020 things are somewhat different as children return to school this September. Many children have returned to school, having benefitted from very positive home learning experiences with their parents whilst others have not had such positive experiences. For other children they have accessed part time schooling during lockdown and now evidence many gaps in their knowledge and learning. This is especially evident with many of our disadvantaged children.

Schools have been directed by government to facilitate Catch Up Learning, with funding provided for all children across the three terms of 2020-2021. In September staff completed baseline assessments with their children. Over the course of this year 'interventions' will be to support and stretch all children across all ability groupings. Differentiated Catch Up time must be made available to all.

Barriers to educational achievement cover a wide range of academic, emotional, social and behavioural issues, including developmental delay, identified additional needs, low self-esteem, those experiencing unsettled or problematic home lives, both mental and physical health of a parent, bereavement, parental separation and families who are without support networks.

At Barton Church of England (VA) School we aim to use Catch Up funding and the Pupil Premium Grant funding to increase the proportion of eligible pupils making accelerated progress so that they achieve at least in line with other pupils both in the school and nationally.



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Pupil Premium Strategy Statement: Barton CofE (VA) Primary School

1. Summary information					
School	Barton Church of England Primary School				
Academic Year	2020 - 2021	PP budget	£12,105	Date and most recent PP Review	Autumn September 2020
		National funding for COVID-19 (£80 per pupil)	£640		
		Total funding	£12,745		
Total number of pupils	103	Number of Pupils eligible for PP currently 8 children in school	9	Date for next interval review of this strategy	December 2020

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
	Lower ability pupils who are eligible for PP are making less progress than other lower ability pupils across Key Stage 1. This prevents sustained achievement in Key Stage 2.
	Increased numbers of pupils eligible for PP are requiring support from external professionals to supplement school based provision.
	Social and friendship issues which distract children from their learning task.
External barriers (issues which also require action outside school, such as low attendance rates)	
	Attendance rates for some pupils eligible for PP are significantly below the target for all children of 95% in the majority of cases. This reduces their school hours and causes them to fall behind.
	Impact of Covid-19 school closures on attainment for PP children has exacerbated gaps in learning and in some cases, between other cohort groups.
	Possible restricted barriers to online learning within the confines of the family home (during lockdown or times of self-isolation/awaiting test results)
	Pastoral and mental health issues linked to anxiety, stress, fear and isolation during this pandemic

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3. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
	Improve oral language skills for pupils eligible for PP in Reception class. <ul style="list-style-type: none"> - Increased TA support 4 afternoons. 	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
	Higher rates of progress across KS2 for low attaining pupils eligible for PP. <ul style="list-style-type: none"> - Quality First Teach - TA small group support - Barton volunteers (Reading and Maths Support) - Ongoing focused dialogue with families 	Pupils eligible for PP identified as low ability will make as much progress as 'other' pupils identified as low ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessment, NFER assessments as well as through internal moderation.
	Support for pupil well-being will have a positive impact on the rates of progress for pupils eligible for PP. <ul style="list-style-type: none"> - Counselling support in house and external agencies e.g. (CHUMS, Blue Smile, Cogwheel, EHWB, Family Worker, SC) 	External professional involvement for identified PP children will support pupils to make at least expected progress from their individual starting points.
	Implementation of staff training – Staff Spring Term Training with EHWB Service Mental Health 1 st Aider, Mental Health Ambassador, Wellbeing for Education Access to Professional Development and Improvement Adviser/ Instructor in Adult Mental Health First Aid Pupil Premium Champion (Gov)	Children able to access support during the school day – surgery time over lunch Access to HT as necessary/ signposting for children and parents Governor oversight, support and guidance via Governor training
	Provision for remote learning if needed will be targeted to close the gap between pupils eligible for PP. <ul style="list-style-type: none"> - Provision of Laptop / Chromebook (loan agreement to be signed) - ipad loan if necessary (multiple children in one home) 	All PP children will have access to the equipment and resources needed to access remote learning which will allow them to continue to make progress during any potential closure due to Covid-19.
	Increased attendance rates for pupils eligible for PP. <ul style="list-style-type: none"> - School require reason for individual children being absent - Access home learning on the school website if possible (reference half term plans, spellings, topic web, learning platforms etc) 	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to being in line with non PP pupils.

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4. Planned expenditure					
Academic year	2020-2021				
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.					
<u>i. Quality of teaching for all</u>					
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?
Improved oral language skills in Reception and Early KS1	Modelling through teacher led play Speaking and Listening – modelling good language Singing – linked to topic / phonics Counting games, name writing, identification of key and CE words Adult to engage children in conversations at lunch time – what are you eating, what did you do at the weekend, what learning / activities have you done this morning	Evidence suggests that many children do not talk about what they read at home, children do not experience modelling of good language and some at talked ‘to’ and do not engage in conversations / dialogue during meal times Modelling, Role Play Key and Common Exception words in mark making / writing Scaffolding resources for writing Whole class, guided group and individual reading ,Word cards	Class teacher directed HLTA 1-1 TA support – SALT Training Impact Improved speech Improved writing Improved phonic knowledge and spellings Staff encouraged to engage with/ eat with and socially engage with children at lunch time	Literacy Lead EYFS Lead HLTA	Termly pupil progress meetings with SLT
Improved progress for low attaining pupils	Senior Teacher funded to secure additional support in the Autumn Term of 2020	High quality feedback marking is recognised as being an effective method to support PP children, and all pupils.	Book scrutinies to focus on the quality of the feedback from marking.	SLT	Through Pupil Progress meetings book



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	<p>Release of experienced teacher to join SLT to support disadvantaged (1 day weekly)</p> <p>Staff training on high quality feedback in marking through the implementation of the reviewed Marking and Feedback policy.</p> <p>Provision for remote learning on Google classrooms to ensure that all children are engaging with learning at home (either homework, self isolation or due to school closure by Covid19). Individual feedback to be given by teachers / TAs to encourage engagement.</p> <p>Participation the KS1 NFER / EEF Research Program (Reading and Maths)</p> <p>Maths support – guidance and support from Cambridge Maths Team and CB23 network</p>	<p>County directives - programmes that ensures closing the gap for all pupils.</p> <p>Reference documents / readings from EEF and NFER on Pupil Premium – bridging the gap</p> <p>Training on use of Google Suite / Google Classroom</p> <p>Use of NFER in school alongside other interventions – Key Stage and whole school moderation of work</p> <p>New maths co-ordinator in school – whole staff support in use of Whit Rose planning for mixed year groups</p>	<p>Lessons from training embedded in school marking policy. Through teaching observations, book monitoring, pupil voice, monitoring of data on Target Tracker.</p> <p>Classroom observations, data tracking, book scrutinies, pupil voice. PP Governor meetings</p> <p>Evidence of improved behaviours for learning – reinforce non negotiables refocus, improved classroom concentration, evidence of</p> <ul style="list-style-type: none"> - Barton B's - TA reference to P Dix When Adults Change . . . aspirational expectations <p>Assess, Plan, Do, Review</p> <p>Pupil Progress Meetings</p> <p>Termly meeting with Governors</p>	<p>SLT/KS1 Lead Maths Lead – book looks, observations, pupil interviews</p> <p>All staff – CT / TAs and Office Staff</p>	<p>scrutinies and Pupil Voice</p> <p>All staff – Class teachers and TAs Staff meetings TA briefings</p> <p style="text-align: center;">December 2020</p>
	<p>to access additional advice regarding making accelerated progress for all pupils.</p>	<p>CB23 Network training STT – guidance / directed to specific support strategies SALT guidance Staff support termly with Professional Development and Improvement Adviser</p>	<p>Termly teacher / Parent consultations</p> <p>Teacher Log Reviews</p>	<p>Budgeted Cost £6000</p>	

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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?
Improved oral language skills in Reception and Lower KS1	<p>SALT – implementation of skills and strategies</p> <p>Singing and Signing</p> <p>Modelling – Helicopter stories</p> <p>Phonic and word based activities</p> <p>Reading – shared with whole class (big books), guided groups and independent</p> <p>Role play, guided group activities, adult modelling good language</p>	<p>Evidence suggests that pupils who are unable / do not read or are not read to in the home benefit from extra reading support and increased SAL activities in the classroom / at school.</p> <p>The Education Endowment Foundation found that when adults are deployed effectively, with appropriate training and support, they make a significant contribution to pupils' learning.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Monitoring of intervention through observation and data tracking.</p>	<p>EYFS Lead</p> <p>HLTA in EYFS and LKS1</p> <p>English Lead</p>	<p>Termly pupil progress meeting and data drops</p>
Improved progress for low attaining pupils	<p>Class Teacher / TA Intervention</p> <p>Implementation of focused guided reading - intervention to support lower attaining pupils to make accelerated progress in reading – staff observation of outstanding practice / guidance and support as necessary</p> <p>Purchase of increased and more appropriate reading materials – for children who can read well but lack reasoning and comprehension</p>	<p>Evidence-based focused intervention is proven to close the gap in attainment.</p>	<p>Extra teaching time and preparation time paid for out of TA hours from PP budget.</p> <p>Possible release of HLTA from EYFS to support and train other staff in assessment and intervention materials</p> <p>Impact overseen by SLT, English Lead and Maths Lead through observations of sessions and Performance Management cycle.</p> <p>Engage with parents and pupils before intervention begins to</p>	<p>SLT</p> <p>English Lead</p> <p>Maths Lead</p>	<p>December 2020</p>



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	Training and implementation of YARC, Reading Benchmarking (Reading Assessments) First Class at Number 2 (intervention to close the gap for lower attaining pupils in Maths.) HLTA to support other TAs in Sandwell and Success at Arithmetic		address any concerns or questions about the additional sessions, encourage parental support and engagement from home (through SEND support plan or parent meetings)		
PP pupils will make progress through teacher/ TA support and increased engagement with families.	Timetabled focused time for class teachers / TAs to work with PP pupils to focus on their individual learning targets and to hold meetings with parents to share targets and discuss support at home. This will be provided in addition to the class teachers focusing on feedback as part of their daily practise.	Feedback is shown to be a successful strategy to support progress.	Monitoring, data tracking, review of progress through pupil learning plans and targets.	SLT Class teachers	Possible ½ day release 2x Term
Access to external support will help pupils with their mental well-being and ensure progress across the curriculum.	Access to external agency support if deemed appropriate by all parties. (EHWB, CHUMS, Cogwheel, Blue Smile, Family Worker, STT, Kidsmatter) – some may have financial impact KS1 Lead completed training as Mental Health 1 st Aid Support in School	Targeted professional support shown to positively impact on pupil progress. Reflect on Governor guidance from Governor Training Programme – meeting with PP Champion	Monitoring of support and outcome for child through intervention.	Headteacher SLT Financial manager	Termly



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	<p>Headteacher and KS1 lead to complete Well Being for Education Program x 5 twilight sessions</p> <p>Children having access to the <i>Reflection Station</i> during the school day HT to provide adult support as required</p> <p>Increased access to outdoor physical activities Premier Sport – x2 lunchtimes Daily Mile Young Leaders Training Running Group Dance groups Confidence Building for Girls Y1 BMX Experience Grafham Water Sensory Circuits Calming exercise (Mindfulness) Provide broaden children’s experiences across the creative arts Wind Band Spanish lessons School Trips / Residential experiences</p>	<p>Resources available for the children to read/ write on My thoughts . . . luggage tags, ‘hope boats’ small envelopes for private thoughts</p> <p>The Education Endowment Foundation (EEF) states that there is recent evidence from the UK that sports participation can have a more dramatic effect on mathematics learning when combined with a structured numeracy programme – with one study showing an impact of up to 10 months additional progress.</p> <p>Children have benefitted from being able to access enrichment activities throughout the year and we have seen some significant rise in self-esteem with some pupils.</p>			
Budget					£ 3,050

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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?
<p>Increased attendance rates School average 98.15%</p> <p>PP children 96% 100% 83% 90% 92% 89% 98% 95%</p>	<p>Monitoring weekly attendance Promote and encourage good attendance</p> <p>Increased profile of attendance on both school newsletters and website</p> <p>Key adults focusing on individual families to build trusting relationships to support with low attendance and address related issues Continuation of 3 tier letter system / monitoring system.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Analysis of attendance data</p> <p>Contact EWO to seek guidance</p> <p>Meeting with parents to discuss how we can support / help with attendance issues</p>	<p>Headteacher</p> <p>SLT</p>	<p>Termly</p>
<p>Analysis of the provision of resources to promote home learning will support pupils working remotely to make progress.</p>	<p>Audit resources at home for all pupils and plan accordingly from audit results to support remote learning going forwards.</p>	<p>National research shows access to necessary equipment for remote learning is not available in all families.</p>	<p>Analysis of Google classroom access and feedback from class teachers around pupil progress – currently up and running for UKS2, working towards LKS2 & KS1, EYFS accessing Tapestry</p>	<p>SLT</p>	<p>As applicable due to school closure if needed</p>
<p>Parent Voice Information to / from parents</p>	<p>Governor annual questionnaire to parents – Google Forms</p>	<p>Importance of working together, to understand difficulties, areas of concern- partnership</p>	<p>Responding to concerns , questions as highlighted from questionnaire</p>	<p>Governors and staff and parents</p>	<p>Annual parent review Staff review and listening to pupil voice</p>
Budgeted cost					£ 3,050