

Pupil premium strategy statement

School overview

Metric	Data
School name	Barcroft Primary School
Pupils in school	453
Proportion of disadvantaged pupils	40% (179 pupils)
Pupil premium allocation this academic year	£243,748.00
Service Premium allocation this year	£300
Academic year or years covered by statement	R-6
Publish date	1.12.2020
Review date	30.6.2020
Statement authorised by	J. Johl
Pupil premium lead	R. Nash
Governor lead	P. Cross/ J. Turner

Disadvantaged pupil progress scores for last academic year (2018/19 as no accurate data due to Covid-19)

Measure	Score
Reading	0.61
Writing	4.15
Maths	0.97

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	33%
Achieving high standard at KS2	27%
Measure	Activity
Priority 1	Ensure all relevant staff have received training in English (reading and writing) teaching.
Priority 2	Ensure all relevant staff have received training in how to improve oral language skills.
Barriers to learning these priorities address	Low reading and writing skills on entry. Evidence based approaches to whole-class teaching interventions used.
Projected spending	£143,377.00

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National average and LA average at end of KS2.	January 2021
Progress in Writing	Achieve National average and LA average at end of KS2.	January 2021
Progress in Mathematics	Achieve National average and LA average at end of KS2.	January 2021
Phonics	Continue to exceed National average and LA average.	January 2021
Other	Improve attendance and punctuality in-line with LA and National averages.	January 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	CPD for TAs to ensure high quality, flexible support.
Priority 2	Resources sourced and purchased for pupils' individual needs.
Priority 3	Outstanding leaders able to teach in the mornings to ensure high quality first-point teaching and small group intervention to contribute to progress and attainment of all children.
Barriers to learning these priorities address	Gap closed between those eligible for PP and their peers. Personalised learning and target setting.
Projected spending	£28,269.00

Wider strategies for current academic year

Measure	Activity
Priority 1	Engage in challenges and competitions to inspire a love of learning.
Priority 2	Provide parent engagement sessions.
Priority 3	Use music to support oracy development.
Priority 4	Subsidy for school trips.
Barriers to learning these priorities address	Raise aspirations for pupils and parents. Strengthen parent partnerships and community links.
Projected spending	£24,000.00

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Lack of time. Marking pressures.	Plan CPD timetable carefully for staff inset. Review marking and feedback policy- teacher feedback is grade 8 on EEF impact rating. EEF research shows on average the gap will have widened by 36% between Disadvantaged pupils and their peers. This must now be a priority in future planning. Forward planning for spending to look at providing technology for pupils at home, ensuring high quality online learning is sustained, ensure that pupils can access learning from home.
Targeted support	Negligible impact of TAs, lack of knowledge. Resources can be expensive.	Training for TAs following the coaching model used to improve teaching. Liaise with other schools and use EEF research to establish which resources are best use of funding. Resource individual learning materials for more able pupils and pupils with a specific interest/ talent.
Wider strategies	Lack of parental engagement. Parental fear/ anxiety over COVID-19 pandemic.	SMSC sessions, parent workshops and assemblies, community link opportunities planned. Support parents with videos sent home, telephone calls, hard copies of home learning if appropriate, food packages as needed & vouchers for holiday period, photographs and messages from school.
Service Premium	As there is only 1 child in receipt of SP, some of the best practice offers would	We have enabled small group teaching for one pupil to address needs. We have ensured TA/ HLTA support for both pupils if needed.

	not be suitable, e.g. picnics, trips.	<p>The Nurture lead has been the class teacher for one of the pupils.</p> <p>Moving forwards, we have engaged the support of the parent/ pupil support worker to ensure that the children feel supported when dad is away. A home-school diary will be in place. When dad is deployed, school will provide access to technology so the pupil (eldest transfers to secondary school this year) can Skype dad and maintain regular contact.</p>
--	---------------------------------------	---

Review: last year's aims and outcomes

Aim	Outcome
Raise attainment to be closer to National and LA outcomes.	<p>EYFS results were in line with LA and National. Phonics results were above, KS1 were all at or above National and were above LA. KS2 results fell in 2018/19, most notably reading- this will continue to have its own action plan for 2020/21.</p> <p>We have noticed as a school that writing has taken the biggest decline due to the COVID-19 closure and resulting learning from home period.</p>
Teaching Assistants deliver high quality interventions.	Some TAs found to be effective. Appraisal targets adjusted, coaching lessons for all TA staff. Restructure of TAs. New LSAs recruited for 1-1 SEND children (separate budget).
Develop parent partnerships and community links.	Buddies take up has improved. Parent classes had been fairly well attended but could be improved- these are on pause at the moment due to covid restrictions. Engagement days have been popular in the past and parents have asked for more of these. This will be addressed in the future once covid restrictions ease.