

Pupil premium evaluation report 2018-2019

Summary information (academic year 2018/19)			
School	St. Bartholomew's Church of England Primary School		
Academic Year	2018-2019	Total PP budget	£7,920
Total number of pupils	101	Number of pupils eligible for PP	7 (one pupil with us for 2 terms)

Attainment 2018-2019

	Pupils eligible for PP (7)	Pupils not eligible for PP (77)
% achieving expected standard in reading	57% (4)	86%
% achieving expected standard in writing	57% (4)	84%
% achieving expected standard in maths	71% (5)	83%

Percentage achieving expected or better progress 2018-2019

	Pupils eligible for PP (7)	Pupils not eligible for PP (77)
reading	57% (4)	86%
writing	71% (5)	88%
maths	86% (6)	87%

Barriers to future attainment

Progress and attainment in writing
Fewer disadvantaged pupils made expected or better progress in reading than in writing and maths. Fewer disadvantaged pupils are working at the expected standard in reading and writing across the school.
Other needs
Some children eligible for pupil premium also have other factors such as SEND to consider when planning interventions.
External barriers
For some children they have experienced many schools in a short space of time. This has a bearing on children's confidence. Accessibility to rich extra-curricular experiences is restricted owing to finances.

Outcomes

Desired outcomes and how they will be measured	Success criteria
Disadvantaged pupils will make better than expected progress in writing	In school tracking (using the HfL system) shows that disadvantaged children make positive progress in each year group for writing (5 out of 7 children made 3 steps. 1 child made 2 steps and 1 child with us for 2 terms made 1 step)
Disadvantaged pupils will take part in the full school experience.	Disadvantaged pupils will have taken part in class trips and the residential trip away.
Disadvantaged pupils who also have identified special educational needs, including those with social, emotional and mental health difficulties will make progress that can be tracked by the INCO. Appropriate support and interventions will have taken place to ensure they can achieve the very best of their potential and staff will have accessed training to ensure they understand the needs of pupils as appropriate.	Disadvantaged pupils who also have a special educational need will have made expected progress for reading, writing and maths over the academic year (in maths 3 steps of progress were made and 2 steps in reading and writing)

Expenditure

Academic year		2018-2019				
Desired outcome	Chosen action/ approach	What is the rationale for this choice?	How will you ensure that it is implemented well	Cost	Staff lead	Outcome
An increased percentage of disadvantaged children make 3 steps of progress in writing.	Employment of an additional TA (three mornings per week) to provide focussed support for disadvantaged children. 1-1 support for two children in the infants for specific programmes.	In order for the children to make accelerated progress 1 to 1 support on targeted areas will accelerate progress.	Intervention observations will monitor the quality of teaching. Termly progress data will show the impact of the strategy.	Additional T.A. support £3,171 £1414 £536 Total £5,121	Head, the INCO and class teacher	In summer 2018 5 out of 9 children made at least expected progress in writing In summer 2019 5 out of 7 children made at least 3 steps progress (71%).

An increased percentage of PP children reach age related expectations in writing by the summer term.	Targetted Lexia intervention x3 per week for 3 children in school and additional work at home.	Lexia is proven as a successful intervention to close the gap in English.	Monitoring by KW.	£294.90 for 3 log ins (Year 4 and 5)	INCO	In 2018 44% of disadvantaged children reached the expected standard in writing (increased from 40% in 2017). In 2019 this figure increased to 57%.
Continue to raise attainment in reading through focussed shared reading sessions	Expert observation of phonic teaching and planning with teachers 1-1 to plan and deliver shared reading teaching	Expert input will impact on quality first teaching of reading. Where teaching is consistently good or better pupils make better progress. Engaging pupils in reading impacts on children's writing. Shared reading will allow all children to access higher level texts	The HT and reading expert will observe sessions each term	£1575	HT	Attainment in reading in 2019 was 4 out of 7 at the expected level (57%) 4 out of 7 made expected progress (57%) In 2018 7 out of 9 children were at the expected level (78%) 4 out of 9 made expected progress (44%)
Disadvantaged children have access to opportunities they may not otherwise experience.	Provide subsidy for the provision of school trips and uniform.	Disadvantaged pupils have interests in the wider curriculum and we want to encourage and support them in meeting their full potential in these areas. We believe	Providers are selected by subject leaders and class teachers using recommendations and known providers who have previously had a positive impact on children's learning.	Trips - £200 Funding of half the cost of the week away (£213)	Subject leaders/ class teachers	The child who went on the week away tried every activity while away and 'had the best time.' Subsidies for trips ensured all children participated in all trips offered.

		that it is essential for disadvantaged pupils to have life experiences alongside their peers so that they have experiences to draw from for their writing and understanding in reading.				
Total spend: £7,403.90						