

Pupil premium strategy statement: St Bartholomew's Primary School

Summary information (academic year 2018/19)			
School	St. Bartholomew's Church of England Primary School		
Academic Year	2017-2018	Total PP budget	£7,920
Total number of pupils	101	Number of pupils eligible for PP	6

Attainment 2017-2018

	Pupils eligible for PP (9)	Pupils not eligible for PP
% achieving expected standard in reading	78%	86%
% achieving expected standard in writing	44%	78%
% achieving expected standard in maths	78%	80%

Percentage achieving expected or better progress 2016-2017

	Pupils eligible for PP (7 with data)	Pupils not eligible for PP (79)
reading	100%	94%
writing	57%	81%
maths	86%	82%

Barriers to future attainment

Progress and attainment in writing

Fewer disadvantaged pupils made expected or better progress in writing than in reading and maths.
Fewer disadvantaged pupils are working at the expected standard in writing across the school.

Other needs

For some children eligible for pupil premium also have other factors such as SEND to consider when planning interventions.

External barriers

For some children parents do not provide the support needed to accelerate learning. This has a bearing on children's wider vocabulary, general knowledge and 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
Disadvantaged pupils will take part in the full school experience.	Disadvantaged pupils will have taken part in class trips, choir 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.

Planned 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	When will you review implementation?
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	Termly
An increased percentage of PP children reach age	Targetted Lexia intervention x3 per week for 3	Lexia is proven as a successful intervention to	Monitoring by KW.	£294.90 for 3 log ins (Year 4 and 5)	INCO	Half termly

related expectations in writing by the summer term.	children in school and additional work at home.	close the gap in English.				
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	Termly
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 that it is essential for disadvantaged pupils to have life experiences alongside their	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	Evaluations after workshops/activities. Annual review for impact.

		peers so that they have experiences to draw from for their writing and understanding in reading.				
Total spend: £7,403.90						