



1. Summary Information					
Academy Name	St Barnabas CE First and Middle School				
Current Academic Year	2019-2020	Total PP budget	£58,960	Date of most recent PP review	Sept 19
Total Number of Pupils	290	Number of pupils eligible for PP	42	Date for next internal review of this strategy	Jan 2020

Total number of pupils	Number of pupils eligible for PP	% of pupils eligible for PP
Year 7	7	58 chn – 12%
Year 6	5	55 chn – 9%
Year 5	8	48 chn – 17%
Year 4	5	29chn - 17%
Year 3	2	22 chn – 9%
Year 2	8	30 chn – 27%
Year 1	5	23 chn – 18%
Year R	2	25 chn – 8%
Total	42	14% of the school population.



2. Attainment July 2019			
Key Stage 2			
	PROGRESS		ATTAINMENT
		% achieving in reading, writing and maths at KS2	68%
Progress score in reading at KS2	-1.4	% achieving in reading at KS2	82%
Progress score in writing at KS2	-0.9	% achieving in writing at KS2	82%
Progress score in maths at KS2	-2.8	% achieving in maths at KS2	82%
Key Stage 1			
PP pupils achieving the expected standard in reading at KS1	50% (2)		
PP pupils achieving the expected standard in writing at KS1	50% (2)		
PP pupils achieving the expected standard in maths at KS1	50% (2)		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In school barriers	
A.	55% of our PP children have emotional and wellbeing needs.
B.	14% of our PP population are GRT.
C.	21% of our PP children are also on the SEND register.
External barriers	
A.	Lack of parental support.
B.	26% of PP pupils have high level medical needs which in turn affects attendance.



4. Desired Outcomes 2019-2020		
	Desired outcomes and how they will be measured	Success Criteria
A.	PP children to be working at age related expectations for all reading, writing and maths.	All PP children to be working at age related expectations at the end of each academic year. PP children to be monitored via FFT Pupil Tracker.
B.	To improve engagement and progress of children through social and emotional development and quality interventions, so that PP / SEND pupils will make measurable progress which will impact on learning outcomes. Measured through intervention baselines and our tracking system FFT.	Every intervention has its own baseline assessment tool and summary assessment to show progress. FFT - PP/SEND as a focus group to be monitored and discussed at every Pupil Assessment Meeting, half termly.
C.	Increased attendance for PP pupils	Attendance Officer to monitor weekly attendance to ensure that PP children are meeting school target of 96%.
D.	School to employ a variety of engaging strategies to increase parental involvement	School Wellbeing team to work alongside parents to ensure that PP pupils are prepared and ready to engage with school.

5. Planned Expenditure 2019-2020	
Total PP Budget	£58,960
Additional funding from academy budget	
Total proposed spend for the academic year 2019-2020	£58, 960



6. Planned Strategies 2019-2020					
A. Quality of Teaching for All					
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
PP children to be working at age related expectations for all reading, writing and maths.	Maths: Continue with Steve Lomax "Can Do" maths learning sequence. Reading: Increased accuracy in Accelerated Reader quizzes. Writing: Use the writing sequence consistently	All staff have had extensive training in planning sequences of learning across the curriculum.	Pupil voice. Book Looks Learning Walks FFT Pupil Tracking data	SB, TR, VL & LR	Termly inline with school's monitoring schedule.
B. 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
To improve engagement and progress of children through social and emotional development and quality interventions, so that PP / SEND pupils will make measurable progress which will impact on learning outcomes. Measured through intervention baselines and our tracking system FFT.	PP pupils will have targeted access to the school's Wellbeing team & Family Support Officer. PP children to be the focus of specific workshops e.g. sand tray group.	Trained specialist support will enable PP pupils to engage with life long learning. Pupils will become more self assured, capable & helpful. It also addresses any troubling behaviours providing firm foundation for academic attainment.	Wellbeing team of five adults to support pupils throughout the week.	TR	Termly discussions with the Wellbeing Team



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
Increased attendance for PP pupils	School Attendance Officer to support PP pupils and families with attendance that falls under the 96% attendance target.	Increased attendance has a positive impact upon attainment & progress.	Twice weekly monitoring by school's attendance officer.	NG	Weekly attendance reports & analysis.
C. 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
School to employ a variety of engaging strategies to increase parental involvement	Well Being Team and Attendance Officer to host parental workshops	Increased parental engagement and attendance at school events.	Well planned and resourced workshops	NG & SH	Termly



7. Review of PP Expenditure: Previous Academic Year 2018-2019				
A. Quality of Teaching for All				
Desired outcome	Chosen action / approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned	Cost
As a result of support; to ensure consistently high rates of progress across all year groups for Disadvantaged Learners leading to improve attainment. Progress will be measured through internal assessments (PIRA, PUMA, GAPS) and KS1-2 progress measures.	Disadvantaged Learners make improved progress across the school, reducing the gap in attainment between DL learners and others. Progress of Disadvantaged learners will be rapid and attainment will be in line with other pupils, locally and nationally.	PP pupils attained well in both the end of KS1 & KS2 National Tests.	Previous assessment system did not allow for detailed analysis of pupil progress. New FFT Pupil Tracking system will address this.	Training costs £3000 Resources £1500 Cont. to pre teaching TA salaries. £7000
Ensure that Disadvantaged Learners identified as SEND have the full support outlined in their provision map so that they make good progress from starting points. (A, F)	As a result of targeted support, pupils make very good progress from starting points. See individual records and progress against targets. Inclusion Manager: Continue to provide increased release time for Inclusion Manager. [F] Continue to provide support to Inclusion Manager. [F]	SENDco reported that all pupils have their full entitlement to support. Impact to be discussed at PAMs. Provision Maps are in place and up-to-date they are shared regularly with parents Interventions are monitored. DL pupils make progress from starting points. Inclusion manager had 10 hours admin support a week. SENDco is able to support colleagues in meeting the needs of identified pupils. Support allows more SENDco time to be spent with children, coordinating external support, establishing good relationships with parents and families	All SEND Learners had appropriate provision to support their learning. More training for Teaching Assistants to ensure that current initiatives have maximum impact.	Resources £1000 Cover for teachers £3000 Resources £1000 Inclusion Manger £5061



B. Targeted Support				
Desired outcome	Chosen action / approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned	Cost
To improve children's social and emotional development so that Disadvantaged Learners make measurable progress which will impact on their outcomes for learning. (A, C)	To employ a family support worker to: Provide Early Help services [E] Support emotional well being/ behaviour [A, C] Monitor attendance [B] Family support	Support for pupils means that after time they no longer need help and cope independently. For others, they are able to use coping strategies to reduce anxiety, worries etc and are happier in school. Support via the well-being team and school focus on well-being will: -enable children to be better able to cope with their issues. - reduce the number of children needing support - children will employ coping strategies - children better able to engage with learning leading to improved progress Families engage with Early Help offer -Identified children receive appropriate support that improves their emotional well-being and/or behaviour -FSW engages with families where attendance is an issue. Attendance improves. -Families attend workshops and support sessions -Teachers released to attend meetings with parents during the school day	Wellbeing Team and Family Support Worker have had a positive impact upon pupil attainment. Continue with this approach during the forthcoming academic year.	Employ Family Support Worker £12,508 Well-being team £16463 Training £1000 Resources £1000



Desired outcome	Chosen action / approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned	Cost
<p>To improve children's engagement with school through access to extracurricular activities and funded learning experiences. (C, E)</p>	<p>Widening participation. [D] Provide opportunities for disadvantaged pupils to participate in opportunities that they may have restricted access to as a result of family circumstances.</p>	<p>Targeted use of the Pupil Premium grant means that those children who need support to take part in extracurricular and essential learning experiences receive it.</p> <p>Targeted use of the Pupil Premium grant means that those children who need support to take part in extracurricular and essential learning experiences receive it.</p>	<p>Access to a wide range of extracurricular activities has impacted positively upon the PP pupils.</p>	<p>£13000 (WYM instrument scheme , £1500 Continued lessons resulting for WYM - 4 pupils cost 2000 (including one child identified as gifted by WYM teacher). Children's University £2000 Contribution towards minibus to attend events offsite £2000 Subsidised school trips £2500 French Trip - 3 pupils half price £398 Year 4 residential - 5 pupils £555 (inc coach). Opportunities for Sports / extra curricular clubs etc £2000)</p>



C. Other Approaches				
Desired outcome	Chosen action / approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned	Cost
An increase in completed homework, home learning projects, exercises etc... (C, E)	Access to “Google Classroom” to enable increased parental engagement	Support for parents and pupils enables pupils to be able to complete homework and so make better progress as a result of being prepared for lessons.	Parental feedback has been positive and has improved home-school communication. School is currently trialling a “reduced homework” strategy.	£2000 Workshops and resources.
			TOTAL COST	£67,532.00