



Academic Year: 2018/19	PP budget (Sept 18-August 19): £52151	Date of most recent external PP reviews: January & March 2017
		Date for next external PP review: TBC
Total No of pupils: 205 + 36 Nursery	Number of pupils eligible for PP: 31	Date of last internal PP review: July 2018
		Date of next internal PP review: Dec 2019

Pupil Premium Strategic Plan Evaluation September 2018-19

Objective	Actions	Evidence and Rationale	Responsibility	Success Criteria	Evaluation
<p>Whole school attendance to be above national</p> <p>PP attendance to be above national</p> <p>Whole school persistent absence to be below national</p> <p>PP persistent absence to be below the national</p>	<p>Employ School EWO 0.1fte</p> <p>Embed school procedures</p> <p>Closely monitor PP attendance and implement actions to support. Identify specific groups within PP who may need support.</p> <p>Continue holistic approach, improving attendance - EWO/SJB school nurse/SERIS worker/SENCo/HT</p> <p>Provide early intervention</p>	<p>Pre EWO 2012-13 94.9%</p> <p>EWO impact</p> <p>2013-14 96.11%</p> <p>2014-15 96.2%</p> <p>2015-16 96%</p> <p>2016-17 96.5%</p> <p>2017-18 96.1%</p> <p>In line or above the national each year</p> <p>PP 2013-14 94.87%</p> <p>Other 2013-14 96.47%</p> <p>PP 2014-15 95.41%</p> <p>Other 96.17%</p> <p>PP 2015-16</p> <p>Other</p> <p>PP 2016-17 96.14%</p> <p>Other 96.22%</p> <p>PP 2017-18 96.1%</p> <p>Other 96%</p>	HT/ EWO	<p>Attendance above national for all children and PP children</p> <p>Persistent absence below the national</p> <ul style="list-style-type: none"> ● for all children ● for PP children <p>Persistent absence below the national compared to all children</p>	<p>National data 2018-2019 -</p> <p>Attendance</p> <p>All pupils</p> <p>National 96.1%</p> <p>School 97%</p> <p>Ever6/PP</p> <p>National 94.6%</p> <p>School 96%</p> <p>Other</p> <p>National 96.6%</p> <p>School 97.1%</p> <p>Persistent absence</p> <p>All</p> <p>National 8.4%</p> <p>School 4.6%</p> <p>Ever6/PP</p> <p>National 15.7%</p> <p>School 10.7%</p>



		NATIONAL ALL 2018 95.8% National other 96.4%			School PP higher than National ALL. PP includes SEND physical/medical
					£3000
Prevent mental/social/emotional barriers to learning	<p>Family Support Manager/school nurse working directly with families – self referral</p> <p>Access to SERIS support in school for children</p> <p>1-1 teacher support addressing emotional and academic development.</p> <p>Positive opportunities throughout school day and extra curricular to motivate and engage children – sports/arts</p> <p>Missing Link School/Family support worker providing family support/counselling/nurture group/mindfulness</p>	<p>Previous evidence of improved engagement, progress and attainment following involvement of family support manager and/or school nurse-case studies</p> <p>EEF Research Social and Emotional Learning</p>	<p>Family Support Manager</p> <p>School Nurse</p> <p>STA</p> <p>Sports coordinator</p> <p>SERIS</p> <p>Missing Link project worker</p>	<p>Intervention impacting</p> <ul style="list-style-type: none"> • attendance • attitudes to learning • progress • attainment 	<p>Examples of quick access to support, eg school nurse, SERIS input, preventing barriers to learning and enabling children to maintain access to learning</p> <p>Intervention evaluations demonstrate impact Eg counselling, mindfulness, pastoral support</p> <p>Children receiving specific nurture sessions able to reintegrate into class</p>
					£29885
Improve speech and language across the school	<p>Implement good practice across the school from whole school speech and language training.</p> <p>Continue to Wellcomm screen all EYFS children</p> <p>Address key areas for improvement through class teaching –EYFS/KS1</p>	EEF Research: Oral Language Intervention		<p>Majority of children on track (screening test) by end of EYFS</p> <p>Embedded early intervention</p>	<p>Speech and Language Screening: On track=age related expectation YN Wellcomm Sept 18 58% on track</p>



	<p>Introduce Vocabulary screening</p> <p>Wave 1, 2 and 3 speech and language intervention for all children</p> <p>Whole school 'developing children's vocabulary' training from English Lead Application of training to class lessons Pre-teaching vocabulary to identified children</p>			<p>Screening and re-assessment demonstrates improving speech and language across EYFS</p> <p>Sp and Lang Targeted support records demonstrate specific, significant progress for individual children</p> <p>Increased catch up evident for children beginning EYFS from low starting point in reading and writing</p>	<p>July 19 82% on track +24%</p> <p>YR Wellcomm Sept 18 93% on track July 2019 97% on track +4%</p> <p>Vocabulary Sept 18 50% on track July 19 87% on track</p> <p>Intervention: Vast majority of children meeting speech and language targets</p> <p>Children answering more questions and offering information in lessons following pre-teach vocabulary sessions</p>
£7600					
<p>The majority of pupils making good/outstanding progress in R/Wr/M</p>	<p>Close evaluation of PP progress and attainment in each cohort by HT and teachers, clear identification of need, leading to effective deployment of staff and intervention.</p>	<p>EEF Research: One to one tuition EEF Research: Small Group tuition EEF Research: Feedback</p> <p>Internal Evidence of impact of intervention</p>	<p>HT/DHT KS2 teachers</p>	<p>Majority of non SEND PP children making expected progress</p> <p>Where children are not making expected, a clear story of barriers to learning</p>	<p>Standards for PP non send children still significantly below national particularly in English R 58% W 54% Spag 81% Maths 79%</p>



<p>All non SEND children to be making good or outstanding progress child</p>	<p>Quality first teaching in basic skills – school observations and in school mentoring</p> <p>Continue to provide 1-1 teacher or TA intervention and small group intervention based on identification of need. Timescale clearly identified with SMART measurable outcomes. Interventions repeated only if success evident.</p> <p>Further improve SEND provision to close the learning gap. Consultations with Educational Psychologist. Direct work by Speech and Language Therapist and school nurse.</p>			<p>evident, intervention and outcomes documented and further actions in place to close the gap</p>	<p>Majority of PP non SEND children making good progress from varying starting points R 88% W 79% M 88%</p> <p>Clear actions in place for children making slower progress</p> <p>Non Send accelerated progress R 21% W 17% M 21%</p>
<p>Ensure more able PP children exceed national expectation r/w/m</p>	<p>Quality teaching in every class</p> <p>High expectations and differentiation to challenge, including non PP children as role models</p> <p>Targeted booster activities to further challenge more able children – eg Y6 maths club/ writing events</p> <p>Increase gifted and talented opportunities to inspire PP children</p>	<p>EEF research: Mastery</p> <p>EEF research: Feedback</p> <p>EEF research: small group work</p>	<p>HT</p> <p>Class teachers</p>	<p>% PP higher attainers at previous key stage 'exceeding' national expectation in current cohort</p> <p>Increase in % PP middle attainers 'exceeding' national expectation in current cohort</p>	<p>GD PP non send R 21% W 4% M 21%</p>
					<p>£34886</p>
					<p>PP Funding £52151</p>

SIR JOHN BARROW SCHOOL



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School Funding	£23220
Total	£75371