



St Bartholomew's C of E Primary School

Using The Sutton Trust 'Toolkit of Strategies to Improve Learning (Summary for schools spending the Pupil Premium)' By Professor Steve Higgins Durham University, Dimitra Kokotsaki and Professor Robert Coe CEM Centre, Durham University

The Leadership Team intend to allocate pupil premium funding in the following way:

Background research:

The Sutton Trust research built upon the work of John Hattie and demonstrated clearly that different types of intervention had different levels of impact on pupil attainment and progress. The Sutton Trust Toolkit (<https://educationendowmentfoundation.org.uk/toolkit/>) shows that the most successful strategies in terms of improving learning gains are:

Effective feedback

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Average Impact: +8 months

Meta-cognition and self-regulation strategies

Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.

Average Impact: +8 months

The pupil premium governor is Mrs Ann Yates and she checks on the progress of our pupil premium strategies with the head teacher on a termly basis. Both the head teacher and Mrs Ann Yates then report back to the Full Governing Body on the success of our strategies in raising the attainment and maximising the progress of Pupil Premium children.

Pupil Premium (PP) Spend and Impact Record - Academic Year 2019 - 20

Indicative Pupil Premium Grant = £68,520

	What is it we want to change?	What action are we taking to effect this change, using PP funding?	Cost	What is the net impact on
Prime whole school strategy	We want to ensure that we are maximising progress by employing the most effective strategies within the Pupil Premium toolkit.	<p>Audit of Assessment for Learning strategies.</p> <p>Training day for teaching staff on strategies for AfL.</p> <p>Training for Teaching Assistants on effective questioning by specialist. ELSA Training for 1 TA.</p> <p>Coaching sessions for individual staff to improve the effectiveness of their AfL strategies.</p>		
Whole School Initiative	Needs analysis identified many PP children not attending school often enough or being punctual enough.	<p>Continue to employ WS, family support worker who has been employed to support families in school primarily those who are Pupil Premium. The services provided include family support for vulnerable families e.g. advice with benefits, help for victims of domestic violence. In school small group work and one to one pastoral support is to be provided to support social emotional and mental health development and improve academic progress. Play therapy and play skills training, home visits, plus support/ attendance at TAF and CAF meetings.</p> <p>Breakfast club at Tesco is provided for families to access twice a week. It is run by WS, Family Support Worker.</p> <p>After school care – help with costs of fees are available for parents needing this child care</p>	<p>£6700</p> <p>£4660</p> <p>£1000</p>	

Whole school initiative	Based on a needs analysis of PP children, support with social and emotional aspects of play especially at lunchtime is critical to help develop skills of sharing, problem solving and co-operating.	<p>Continue to employ a team of 6 play workers to support the development of social and emotional skills of PP children at lunchtimes. Sports coach employed at lunchtime to deliver bespoke activities for small groups of children to encourage social play/emotional and behavioural support.</p> <p>Milk offered to and provided by school for those PP children, especially for those who do not have breakfast at home.</p> <p>Training for lunchtime play workers to encourage more children to play and learn new skills in a structured and organised fashion.</p> <p>Purchase new resources to help deliver games/clubs to PPG children at lunchtime.</p>	<p>£19958</p> <p>£600 per year</p> <p>£30 per hour</p> <p>X6 =£180.00</p> <p>£500</p>	
Whole school initiative	We need to continue to track the performance of PP children more closely as a discrete group so that we can keep regular checks on progress.	Subscription to tracking system (Target Tracker) which allows us to monitor the progress of PP children closely and regularly.	£600 per year	
Whole school initiative	We need to track and monitor the progress of PP children in Reception class.	Purchase tracking software to monitor and record progress and attainment in Reception.	As above	
Whole school initiative	To improve quality first teaching for Pupil Premium children.	Freeing DHT and SLT to act as a coach to all staff to help each member of staff to be the best teacher they can be and make the most possible progress with Pupil Premium children.	£25,396	
Whole school initiative	Workforce development and professional development	<p>Bring in a SEN specialist teacher for dyslexia and dyscalculia.</p> <p>Development of the role of Teaching assistants, training and regular CPD.</p> <p>Staff training and courses.</p> <p>ELSA training for teaching assistant to deliver intervention and emotional literacy.</p>	<p>£10,000</p> <p>Course fees and</p>	

		<p>Additional teaching assistants to support in classes were necessary.</p> <p>Specific early intervention programmes for communication and language and mathematical development. Ginger bear groups.</p> <p>Home / school meetings with teaching staff</p> <p>Nursery and home visits and thorough assessments.</p> <p>Transition meetings: Nursery to Reception, in school transition through key stages and new classes and Year 6 to High School.</p>	resources £750.00	
		Total Spend	£70,344	

Pupil Premium (PP) Spend and Impact Record - Academic Year 2019 - 20

Class by Class Additional Spend

	What is it we want to change?	What action are we taking to effect this change, using PP funding?	Additional Cost	What is the net impact on pupil
Current Reception	<p>GLD for all pupils. Children with poorly developed pencil grip (below in Physical development). Children need support in forming recognisable letters.</p> <p>Children with regular health care need. As a result have low self-confidence and interrupted learning time. Low on entry literacy levels for PP children. Especially with CLL, PP children in Year R have barriers to learning in SEND, attendance, behaviour, social and emotional needs and attitudes to learning.</p> <p>Induction evening for parents by Class Teacher, induction afternoons for children (x3), transition from Nursery to school.</p>	<p>TAs to support children's PSED development by teaching and modelling the prime areas of learning in provision.</p> <p>Attendance officer to monitor the attendance and punctuality.</p> <p>TA support to allow full access to curriculum opportunities.</p> <p>Differentiated literacy / phonics. One-to one reading.</p> <p>Phonics booster sessions (T to lead literacy interventions) TA's to lead Speech and Language sessions.</p> <p>Phonics sessions / Stay and play sessions / family events</p> <p>Nurture groups run by TA</p>		

<p>Year 1</p>	<p>We aim to close the gap in attainment between PP and non PP children. We want to improve social skills of PP children. We want to give PP children additional support that isn't available at home with basic skills.</p> <p>Identified Y1 PP children at risk of not achieving Phonics Screening check standard.</p> <p>Several PP children in Year 1 have barriers to learning in SEND, attendance, behaviour, social and emotional needs and attitudes to learning.</p>	<p>Planned interventions through TA in numeracy, literacy, letter formation, phonics and social skills for PP children.</p> <p>1:1 reading from TA. Additional 4 x 20 minute phonics sessions from TA 4 times per week. Phonics sessions.</p> <p>PP children targeted for support in class.</p> <p>All PPG pupils daily reading in class.</p> <p>Nurture groups run by TA</p>	<p>Additional cost of teaching assistants.</p>	
<p>Year 2</p>	<p>We aim to close the gap between PP and non PP children over the course of the year in reading, writing and phonics.</p> <p>Identified Y2 PP children who did not achieve the required standard in the Phonics Screening check standard.</p> <p>Several PP children in Year 2 have barriers to learning in SEND, attendance, behaviour, social and emotional needs and attitudes to learning.</p>	<p>Targeted PP interventions for reading, writing, talk 4 writing/ handwriting, phonics.</p> <p>Afternoon time Wave3 support for PP children working well below in Literacy.</p> <p>Some PP children will be accessing Sports Coach and Family Support Worker support and will liaise back with TA</p> <p>PP children targeted for support in class.</p> <p>All PPG pupils daily reading in class.</p> <p>Nurture groups run by TA3</p>	<p>Additional cost of teaching assistants.</p>	
<p>Year 3</p>	<p>Barriers to learning in SEND, attendance, behaviour, social and emotional needs and attitudes to learning. We want to eradicate gaps between PP children and non PP children in numeracy, writing, spelling punctuation and grammar (SPAG).</p> <p>We want to support those PP children who aren't heard read regularly at home.</p>	<p>All PP children to receive 1:1 reading from TA. TA to run reward system with stickers and reward charts for PP children as incentives. Some PP children will be accessing Lunchtime sports coach and Family Support Worker support and will liaise back with TA.</p> <p>TA's to lead Wave 3 interventions PP children targeted for support in class.</p>	<p>Additional cost of teaching assistants.</p>	

		All PPG pupils daily reading in class.		
Year 4	<p>Several PP children in Year 4 have barriers to learning in SEND, attendance, behaviour, social and emotional needs and attitudes to learning. We want to eradicate gaps between PP children and non PP children in numeracy, writing, spelling punctuation and grammar (SPAG).</p> <p>We want to support those PP children who aren't heard read regularly at home.</p>	<p>Regular TA time for PP children for identified need.</p> <p>Intervention groups for reading, writing and maths to meet the needs of all PP children including the more able.</p> <p>TA's supporting achievement of PP children in lessons including the more able to ensure all can achieve in line with potential.</p>		
Year 5	<p>To develop reading, writing and phonics skills in our PP children.</p> <p>To support PP children who aren't heard read regularly at home and who don't get support with homework.</p> <p>To improve behaviour of PP children and their attitudes to learning.</p> <p>To improve the attendance of PP children.</p>	<p>Daily PP intervention sessions for writing, reading and phonic development.</p> <p>Lunchtime homework club on Monday lunchtime.</p> <p>One to one reading on a weekly basis.</p> <p>One to one behaviour support time TA's supporting achievement of PP children in lessons including the ore able to ensure all can achieve in line with potential.</p>		
Year 6	<p>To develop age related expectations in reading, writing and mathematics.</p> <p>To ensure PP children are supported with homework if this isn't available at home.</p> <p>To support PP children who have social and emotional needs so that they don't become barriers to learning.</p> <p>To ensure that all PP children make the most progress possible.</p>	<p>To support PPG pupils with the curriculum.</p> <p>Daily interventions and First Quality teaching. Homework club run in school at lunchtime. Study club for PPG pupils.</p> <p>TA's supporting achievement of PP children in lessons including the more able to ensure all can achieve in line with potential.</p> <p>(ELSA)Nurture group to manage and support the social, emotional and mental health of the PPG pupils.</p>		

		TA 1 to 1 support for these pupils. Also FSW available. TA's run 1 to 1 and small group sessions supporting PP children in class and at break times where necessary in reading, writing and mathematics.		
Additionality in responding to need.	<ul style="list-style-type: none"> To ensure that all Y6 PP children make the most progress possible. To respond to the needs of all PP children in Reception to ensure that they achieve at least in line with their peers at GLD. Small contingency to meet unforeseen Need 	Additional TA in Reception Summer Term £6,216		

Total spend of TA support = **£210,037**

Grand Total for Pupil Premium Expenditure = **£68,520** therefore additional £10,000 school improvement monies will need to be drawn down to meet the needs of PP children to supplement PP funding.

References:

Professor Steve Higgins Durham University Dimitra Kokotsaki and Professor Robert Coe CEM Centre, Durham University (2011) The Sutton Trust 'Toolkit of Strategies to Improve Learning (Summary for schools spending the Pupil Premium)'

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