

	<p align="center">Policy Name</p> <p align="center">Pupil Premium Strategy</p> <p align="center">Sep 2019-2020</p>		<p>Date Adopted:</p> <p>By whom:</p> <p align="center">FGB</p>
<p>Date for review:</p> <p align="center">Oct '20</p>	<p>Applicable to:</p> <p align="center">Disadvantaged Children</p>	<p>Staff member responsible:</p> <p align="center">C Barwell</p>	<p>Governor responsible:</p> <p align="center">Alison Umney</p>

Pupil premium strategy statement

School overview

Metric	Data
School name	Middle Barton School
Pupils in school	139
Proportion of disadvantaged pupils	12% (16 pupils)
Pupil premium allocation this academic year	£19,080
Academic year or years covered by statement	2019-22
Publish date	1 October 2019
Review date	1 October 2020
Statement authorised by	C Barwell
Pupil premium lead	C Barwell
Governor	Ali Umney

Disadvantaged pupil progress scores for 2019 as no measures for 2020 due to covid

Measure	Score
Reading	-1.2
Writing	9.2
Maths	3.3

TA Year 6 outcomes for July 2020 as no statutory data due to covid

Measure	Score
1 PP child	Maths GD, reading GD and Writing Exp
The 'all' group meeting expected standard at KS2	Maths 85% Reading 100% Writing 96%
The 'all' group achieving Greater Depth at KS2	Maths 46% Reading 30% Writing 39%

Teaching priorities for current academic year

Measure	Activity
Priority 1	To ensure phonics is targeted for the vulnerable not making expected due to loss of learning during covid
Priority 2	To improve the teaching of reading across the school
Barriers to learning these priorities	Parental engagement with reading and the additional time needed within school to 'top up'
Projected spending	

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	To achieve national average progress scores (0)	Sep 21
Progress in Writing	To achieve above national average progress scores of (2)	Sep 21
Progress in Mathematics	To achieve above national average progress scores of (2)	Sep 21
Phonics	To achieve above national average PSC	Sep 21
Other	To continue with attendance being inline with the school 'All' group	Sep 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	'Mop up' fluency teaching for all Disadvantaged children if required - designated teacher / assigned TA's £3,000
Priority 2	Targeted phonics teaching for disadvantaged working below due to covid - designated teacher /assigned TA's £2,500
Barriers to learning these priorities address	Ensuring pupils are not 'left behind' and can access the whole class teaching ethos of the school.
Projected spending	£5,500

Wider strategies for current academic year

Measure	Activity
Priority 1	To extend the wrap around care to include Teatime club. £5160
Priority 2	Extending the role of HSL and creating a safe space for nurture, plus health and wellbeing through outdoor learning £8340
Priority 3	Well being and inclusion - trips, uniform and sundries £80 + external donations and grants for short fall.
Barriers to learning these priorities address	Maintaining attendance and support for our disadvantaged pupils and families
Projected spending	£13,580

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Young new staff finding time to engage in professional development	'Staff' meetings changed to PD meetings once a fortnight virtually. In between weeks personal evidenced based study
Targeted support	Release time for Curriculum, Reading and Maths leads	Use Scitt for additional hours and QTS TA for support groups.
Wider strategies		

Review: last year's aims and outcomes

Aim	Outcome
To ensure Maths mastery is executed across the school through the Maths BBO project	All pupils now receive a consistent mastery approach with Prior Learning, Revisit, and New Learning built into every lesson. TA Greater Depth at KS2 shows 46%. Upwards trend over two years.
To improve the teaching of reading across the school	All pupils being taught to read as a result of adults trained on school fluency and new extended reading bands. During lock down vulnerable pupils were able to come to school and change their books everyday.
All staff understanding and engaging in evidence- based teaching strategies.	All teaching staff engage every fortnight in evidence based research and use within their teaching strategies.