



Barnes Farm Infant School

Building Futures Inspiring Success

Pupil Premium Expenditure Plan – Strategy Statement

Academic Year September 2020 – 2021

Pupil Premium Background Information

The Pupil Premium is the name given to a sum of money allocated to schools to help disadvantaged pupils of all abilities perform better and close the gap between them and their peers. The funding is to support the most vulnerable pupils of statutory school age from low-income families who are known to be eligible for Free school meals (FSM) in both mainstream and non-mainstream settings: to pupils who have been looked after continuously for more than six months and to pupils whose parents are currently serving in the armed forces. From 2012, this included pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). Although each school has the freedom to spend the money as would best support the pupils, they are also held to account and must prove the value of what they have put in place for their most vulnerable pupils. From September 2012, schools are required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

Rationale

Barnes Farm Infant School is determined to ensure that all pupils achieve and are given the highest standards of teaching and learning through delivering Quality First Teaching (QFT). Additionally, focussed support and pastoral care outside of QFT is given to pupils that require it so that they are achieving their full potential.

The allocation of budget for each pupil feeds into the school's budget for pupil premium, rather being ring fenced for an individual pupil. Some pupils will need more support than others and each pupil is individual with individual circumstances. The school considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of the pupils within this group.

We have a clear, strategic approach with an action plan with how to the use of Pupil Premium funding, and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly, and in-depth data analysis ensures that the correct support and strategies are identified to maximise progress.

Strong leadership ensures that Pupil Premium funding has the necessary impact on achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium and a coordinated wider disseminated leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to Governors, ensuring that the school is held to account for the impact of spending. Ensuring all staff takes responsibility for Pupil Premium actions enables school to develop a strong, comprehensive and sustainable support package which leads to improvements in outcomes for all pupils. We will continue to use this funding to enrich pupil's experiences to help them become increasingly confident in all aspects of learning.

School Vision for the Pupil Premium

The targeted and strategic use of the pupil premium grant will support us in achieving our aims and mission statement.

Principles

- We ensure that teaching and learning opportunities meet the needs of all our pupils.
- We have high aspirations for all pupils.
- We believe that gaps in attainment between groups of pupils can be closed with the correct and appropriate provision.

Systems

- We will track the performance of all those pupils who are eligible for pupil premium funding and will seek to maximise their progress and attainment through quality first teaching (QFT), appropriate interventions and high-quality pastoral support.

- Some funding may be used for interventions or resourcing that will impact positively on the attainment and progress of all pupils or a year group/larger cohort of which the pupils eligible for pupil premium are a part.
- All interventions will be rigorously monitored, and impact measured, though it is understood that it may be difficult to separate the efficacy of individual interventions.

Measuring the impact of PPG Spending

We measure the impact of pupil premium funding additional interventions through our school tracking system. The school evaluates the impact on each pupil at the end of each assessment period. The evaluation focuses on the progress the pupil has made and their advances towards meeting National Expected standards in key subject areas. Interventions are carefully chosen for the pupil by the Headteacher, Assistant Headteacher(s)/SENCo and Leadership team member responsible for tracking those eligible for PPG in conjunction with the class teacher. If expected progress is not being made when the pupil is being reviewed, we will then change to a different form of support.

Main Barriers to Learning 2020 - 2021

There is a wide range of factors that can impact on the educational achievement of individual pupils. However, we have identified whole school development of the teaching of English and Mathematics to significantly impact on the outcomes of those pupils eligible for pupil premium. In addition to the QFT of English and Mathematics, the following are also important areas to target in 2020 - 2021: Impact of school closure due to COVID-19, Learning Difficulties; Speech, Language and Communication Needs; Autism, Social and Communication Difficulties; Social Emotional and Mental Health Needs. The Pupil Premium funding will be used to support these needs and give additional support in the core subjects through intervention programmes and academic scaffolding to accelerate each pupil's progress from their starting points. In this way, 'gaps' in learning, which have occurred to these barriers, can be addressed. Funds are also used to employ a Family Support and Wellbeing Mentor who supports pupils with Social and Emotional barriers to learning. Pupils eligible for support through this grant may also be supported by the COVID-19 Catch Up Funding (2020 – 2021).

Curriculum Focus of PPG Spending 2020 - 2021

- To ensure that every opportunity is given to PP pupils to achieve at least expected National Standard as indicated in the interim teacher assessment frameworks.
- To ensure that every opportunity is given to PP pupils to achieve at least expected progress in all subjects by the end of KS2 and therefore raise the achievement of pupils who are not on track to reach the expected National Standard at KS1.
- To ensure that for disadvantaged pupils, attainment is achieved at least at the expected standard or greater depth including those pupils in EYFS.

- To ensure that pupils in receipt of PP funding make at least the same progress or greater than their peers at the same starting point.

Provision - Nature of support from September 2020

Barnes Farm Infant School PPG allocation will be spent on several interventions run for individuals and groups of pupils. Groupings change depending on the needs of the pupils. All our work through the pupil premium will be aimed at accelerating progress for the target groups, moving pupils to at least age-related expectations as priority.

1. Summary Information

School	Barnes Farm Infant School				
Academic Year	2020 - 2021	Total PP Budget	£38315.00	Date of most recent PP Review	September 2020
Total Number of Pupils (on roll September 2020)	242	Number of Pupils Eligible for PP	Updated Jan 2021 35	Date for next internal Review of this strategy	January 2021

2. Current Attainment – Summer 2019 KS1 Teacher Assessment (no data for 2020 due to cancellation of STA – COVID 19)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	33%	69%
% making progress in reading	67%	78%
% making progress in writing	33%	73%
% making progress in mathematics	67%	79%

Data has been rounded to the nearest whole number

3. Barriers to suture attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A	Many of our Pupil Premium children require support to develop reading and writing skills further
B	Children have gaps in their mathematical understanding.

C	Many of our Pupil Premium children often have additional needs such as SEND. (43% of Pupil Premium children are also on the SEN register).
D	Many of our Pupil Premium children have poor communication skills and this has a direct impact on their reading and writing.
External barriers (issues which also require action outside school, such as low attendance rates)	
D	Many of Pupil Premium children require intensive emotional support.
E	Attendance rates for many of our Pupil Premium children are lower than our non-Pupil Premium children.
F	Parents of Pupil Premium children often do not have the resources or skills to support or engage in their children's learning at school.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	Accelerated progress in Reading and writing across all phases.	Pupil Premium children will make accelerated progress from their starting points by the end of each year, in order to be in line with the progress of non-pupil premium children. This will be measured by the EYFS ELG, National end of Key Stage 1 Assessments and end of year teacher assessments.
B	Accelerated progress in Mathematics across all phases.	Pupil Premium children will make accelerated progress from their starting points by the end of each year, in order to be in line with the progress of non-pupil premium children. This will be measured by the EYFS ELG, National end of Key Stage Assessments and end of year teacher assessments.
C	Higher rates of progress for Low Attaining and High Attaining Groups.	Pupil Premium Pupils identified as low and high attaining will make as much progress as 'other' pupils identified as low and high attaining by the end of each Year. This will be measured by the EYFS ELG, National end of Key Stage Assessments and end of year teacher assessments. Writing judgements will be moderated internally and externally. Lowest Attainers
D	Higher rates of engagement and involvement for Pupil Premium pupils requiring additional emotional support.	Pupil Premium pupils will continue to develop positive learning behaviours. This will be measured via the Lueven Scales/Boxhall Assessment/Strengths and Difficulties Questionnaire and ELSA Assessment.
E	Attendance Rates for Pupil Premium children will be in line with non-PP children.	To ensure Pupil Premium attendance remains in line with non-Pupil Premium children.
F	To develop systems to support home learning for Pupil Premium children.	A wider audience of Pupil Premium parents will be involved in their children's learning.

5. Planned expenditure

Academic Year

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole class strategies.

i. Quality of teaching for all

Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	When will you review the implementation?
Accelerated progress in Reading and writing across all phases.	<ol style="list-style-type: none"> 1. QFT - Continued professional development for all staff members in particular BFIS English curriculum to address whole class reading, phonics and Write to Impress development (advisor support). 2. To work with Jonathan Bond (advisor) and use Recovery Curriculum Planning Toolkit (Covid-19) and assessment tools 3. Embed the targeted and balanced intervention programme for children who are falling behind their peers at EYFS and KS1 and for SEN children. 4. Continue to provide and monitor weekly independent and extended writing opportunities in various areas of the curriculum, not just English. 5. Class teachers to identify cross-curricular opportunities for writing daily. 6. Review timetables to ensure enough time dedicated to English including the teaching of phonics in Year 1, VIPERS (Year 1 and 2) and We Love to Read Time. 	<p>Rationale: Writing continues to be an area that we need to develop. Early writing approaches to benefit all groups of children, including PP.</p> <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Those who do not reach ARE during data drops in Year 2 are provided with additional support e.g. small work in Write to Impress lessons so that they can reach the expected level.</p>	<ul style="list-style-type: none"> • Pupil Perceptions • Learning Conversations • Environment walks • Book Looks • Data Analysis • Lesson drop-ins • Staff perceptions • English moderation in school and cross school • Implementation of the BFIS English Curriculum supported by non-negotiables 	SM	End of each half term

	<p>7. Monitor to ensure consistency of approach.</p> <p>8. English Lead to provide differentiated professional development support to class teachers and higher-level teaching assistants to develop confidence in the teaching of reading and writing skills including fluency (English Advisor).</p> <p>9. Targeted phonics support provided by the SL. Including those pupils needing to retest phonics screening in Year 2.</p> <p>10. Participation subject leadership updates programmes and HUBS through the CTSA/CLP Trust.</p> <p>11. 'Talk Boost' to support and focus on improving Literacy Skills</p> <p>12. Early Literacy Support for pupils who need to consolidate their phonic knowledge using the Alphabet Ark and/or 5-minute Literacy Box</p> <p>12. Additional moderation opportunities (x2) throughout the year with an external moderator.</p> <p>13. HT and AHT directed teaching support in Year 2 Write to Impress sessions.</p> <p>14. Introduce additional reading books to the Big Cat for Letters and Sounds Scheme to allow children on PPG register to access more than one reading book at a time.</p> <p>15. Access to Big Cat Library online.</p>				
--	--	--	--	--	--

	16. Additional 1:1 time with LSA/HLTA for bespoke interventions e.g. same day/period of support.				
Accelerated progress in Mathematics across all phases.	<p>1. QFT - Continued professional development for all staff members by engaging with the Mathematics Mastery approach (including external support) – Year 2.</p> <p>2. Continue to develop BFIS learning environment to ensure it supports children’s mathematical development including structured methods from the Mathematics Mastery approach.</p> <p>3. To ensure that new timetable in Year 1 and 2 allows for daily mathematics opportunities including the daily six-part lesson and an additional mathematics meeting.</p> <p>4. Ensure balance of individual, small group and guided instruction in all classes.</p> <p>5. Targeted interventions such as EPS Maths, including higher achiever Mathematics sessions.</p> <p>6. Provide ‘real life’ opportunities for Mathematics throughout EYFS and KS1.</p> <p>7. Class teachers to identify cross-curricular opportunities for mathematics.</p> <p>8. Embed clear assessment routes including the KPI tracking grids in Year 1 and 2. Monitor to ensure consistency of approach.</p>	<p>Rationale: Mathematics continues to be an area that we need to develop. Early numeracy approaches appear to benefit all groups of children, including children from low-income families. There is some evidence that targeted early numeracy approaches, including small group activities, can help children from disadvantaged backgrounds catch up with their peers by the beginning of formal schooling, though not all approaches appear to be equally effective. The Education Endowment Foundation (EEF) suggest a +6 month acceleration in attainment and progress for early numeracy support. Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.</p> <p>Mastery: Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a</p>	<ul style="list-style-type: none"> • Pupil Perceptions • Learning Conversations • Environment walks • Book Looks • Data Analysis • Lesson drop-ins • Staff perceptions • Mathematics moderation in school and cross School • School to School Review Day 	CH ZF	End of each half term

	<p>9. Maths lead to provide differentiated professional development to class teachers and higher-level teaching assistants to develop confidence in the teaching of mathematical skills (including external support).</p> <p>10. Provide professional development for staff e.g. Mathematics Mastery SKEWs.</p> <p>11. Look at ways of monitoring and communicating progress. Explore standardised tests to ensure consistency in judgements. Continue to moderate with local partnerships.</p> <p>12. Staff to identify ways pupils can help each other with mastering content.</p> <p>13. Early Mathematics Support for pupils who need to consolidate their phonic knowledge using the EPS Maths programme or Numicon Breaking</p> <p>14. Provide extra support to ensure pupils' have required level of knowledge. Embed 'same day' interventions.</p> <p>15. Participation subject leadership updates programmes and HUBS through the CTSA/CLP Trust</p> <p>17. Staff training re. deployment of LSA's.</p> <p>18. Additional 1:1 time with LSA/HLTA for bespoke interventions e.g. same day/period of support.</p>	<p>series of sequential steps and complete a assessments and wishes to show their understanding. Those who do not reach the required level are provided with additional group work such as EPS Maths, interventions, peer support, small group discussions, or homework, so that they can reach the expected level.</p>		
--	--	---	--	--

<p>Higher rates of progress for Low Attaining and High Attaining Groups.</p>	<ol style="list-style-type: none"> 1. Continue Structured Conversations for an identified cohort. 2. Embed LSA's Daily Readers and continue to monitor the impact. 3. Develop quality first teaching strategies to support children with Speech, Language and Communications needs. 4. SENCo and More Able Leader to support class teachers in developing strategies to support children in class to develop physical skills. 5. Embed target setting system to be introduced via PP Passports. 7. Embed whole class 'Guided Reading' and VIPERS in Year 1 and 2. 8. Moderation across School Partnership – extend to reading and Mathematics. 9. Gross Motor skills support including Gym Trail – for pupils to develop and control their movements. 10. Assessment Updates to support school to develop current practice. 11. EYFS Updates to support school to develop current practice. 12. Additional external advisors and moderation of writing – in particular higher and lower attainers. 	<p>Rationale: Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants is therefore a high priority. Effective use of Learning Support Assistants has been shown to lead to improvements in pupils' attitudes. Evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient. The Education Endowment Foundation has found that Oral language interventions can accelerate children's progress by 5 months, Phonics by 4 months and Reading Comprehension strategies by 6 months. Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. The Education Endowment Foundation has found that Parental Involvement can accelerate children's progress by 3 months.</p> <p>Additional sources of evidence: Achievement for All. Social Impact Assessment report and Achievement for All Impact Report. Department for Education – Achievement for all – effect on SEND pupils. Mastery. NCETM. National Award for Special Educational Needs Co-ordinator: Learning</p>	<ul style="list-style-type: none"> • Pupil Perceptions • Learning Conversations • Environment walks • Book looks • Data Analysis • Lesson drop-ins • Staff perceptions • Reading, writing and mathematics moderation in school and cross school 	<p>KR</p>	<p>End of each half term</p>
--	---	---	---	-----------	------------------------------

		Outcomes. National College for Leadership. April 2014.			
Pupil Premium children's personal and social skills to be in line with non-pupil premium children by the end of the academic year	<ol style="list-style-type: none"> 1. Ensure all PP are involved in Forest Schools, Drop a Day, and School Visit experiences to develop language and confidence within the class setting. 2. Ensure the Forest Schools approach is available to all PP pupils throughout the year and progress monitored. 3. Provide professional development for staff re. interactions with children 4. Continue to embed the 'Plan, do, review' cycle 5. 'Time to Talk' intervention 	<p>Rational: Children are not ready to become learners if they are not equipped with the social skills needed for school. This use of PP funding is aimed to prepare the children for learning, progressing from their emotional entry points. The Education Endowment Foundation (EEF) suggest a +3 month acceleration in attainment and progress for Social and Emotional learning and +5 months for developing self-regulation skills and for implementation of a play based approach. Although this spending may not show immediate academic acceleration, it will give potential for academic gaps to be closed in the future.</p>	<ul style="list-style-type: none"> • Monitoring • Pupil Perceptions • Learning Conversations • Environment walks • Book looks • Data Analysis • Lesson drop-ins • Staff perceptions <p>Reading, writing and mathematics moderation in school and cross school</p>	ZF, KR, EB	End of Spring 2021

Total Budget Cost

£22,280.00

ii. Targeted Support

Desired outcomes	Chosen action/approach	What is the evidence and rational for this choice?	How will you ensure that it is implemented well?	Staff Lead	When will you review the implementation?
Higher rates of engagement and involvement for Pupil Premium pupils requiring additional emotional support.	<ol style="list-style-type: none"> 1. Monitor the impact of Structured Conversations, FS & WM Mentoring, Teacher Learning Conversations – Target Setting at Parents Evenings, Teacher/LSA Daily Readers 2. Monitor the impact of LSA targeted pupil reads 3. Monitor the impact of targeted groups e.g. EPS Mathematics 4. SENCo to deliver training for teaching staff re. Effective deployment of Learning Support 	<p>Estimated Impact: Cases of individual success stories where we have seen children's learning behaviours improve as a result of targeted interventions arising from strategies used from Boxhall Assessment. Leuven scales not yet being used universally.</p> <p>Rational: Children are not ready to become learners if they are not equipped with the social skills needed for school. This use of PP funding is aimed to prepare the children for</p>	<ul style="list-style-type: none"> • Monitoring • Pupil Perceptions • Learning Conversations • Environment walks • Book looks • Data Analysis • Lesson drop-ins • Staff perceptions 	ZF, KR	End of Spring 2021

	<p>Assistants. The SENCo will monitor the impact. Effective use of Learning Support Assistants linked to Performance Management Strategies.</p> <p>5. Develop quality first teaching strategies (QTS) to support children with Speech, Language and Communications needs.</p> <p>6. FS&WM to work with 1:1 and small groups.</p> <p>7. Monitor the impact of S & L Lead support.</p> <p>8. Key members of staff monitor and track targeted pupils. (HT, AHT/SENCo/FS&WM).</p> <p>9. Adapt and review assessment cycle (Mathematics Mastery approach – new to school September 2019).</p> <p>10. Embed new timetable with Basic Skills/Intervention clear</p> <p>11. Embed whole class ‘Guided Reading.’</p> <p>12. Moderation across School Partnership – extend to reading, mathematics and EYFS EA.</p> <p>13. CASPA (Creating a successful, positive attitude) – Monitor impact and review (Social Skills Lead)</p> <p>15. Follow up on initial training on Attachment Theory to ensure key messages have been understood regarding Attachment training – <i>Is this embedded in school practice?</i></p> <p>16. Zones of Regulation is embedded in whole school</p>	<p>learning, progressing from their emotional entry points. The Education Endowment Foundation (EEF) suggest a +3 month acceleration in attainment and progress for Social and Emotional learning and +5 months for developing self-regulation skills and for implementation of a play based approach. Although this spending may not show immediate academic acceleration, it will give potential for academic gaps to be closed in the future.</p>	<p>Reading, writing and mathematics moderation in school and cross school</p>		
--	---	--	---	--	--

	<p>approaches and BFIS Curriculum (mental health and wellbeing).</p> <p>17. Evaluate the use of Boxhall Assessment as a tool for identifying and tracking Social and Emotional Needs.</p> <p>18. Nurture Group.</p> <p>19. BCCS working with BFIS to support groups and individuals including counselling, small playgroups.</p> <p>20. Continue to develop whole school understanding of mental health and wellbeing to feed into school curriculum.</p> <p>21. To join the PSHE Association to develop school policy</p> <p>22. To work towards enhance Healthy School Award.</p>				
--	---	--	--	--	--

Total Budget Cost £13,150.00

iii. Other approaches

Desired outcomes	Chosen action/approach	What is the evidence and rational for this choice?	How will you ensure that it is implemented well?	Staff Lead	When will you review the implementation?
Attendance Rates for Pupil Premium children will be in line with non-PP children.	<p>1. Breakfast Club 'Happy Walk to School' Club for targeted pupils (FW&SM)</p> <p>2. Attendance Team tracking (to include the FW&SM)</p> <p>3. Consideration of Before and After School Activities to support attendance</p>	<p>PP children who may find coming on to the school site in the morning find the start of the day challenging. This can result in a delay to learning. Therefore, a small intervention before school such as a club will ensure that the pupils are in school happy prior to registration.</p> <p>Attendance – Any pupils identified on the PP register with low/falling attendance will be targeted to ensure that their attendance levels do not fall further.</p>	<ul style="list-style-type: none"> Identify target pupils for HWSC and keep group small. Movement in and out of the club should be within a timeframe Attendance Team established through a shared vision for the team. 	ZF JW SG	End of Spring 2021

To develop systems to support home learning for Pupil Premium children.	<ol style="list-style-type: none"> 1. Identifying opportunities for parents to come into school e.g. Workshops in English and Mathematics. 2. Provide Parent and Carer Workshops on a variety of topics over the academic year 3. Evaluate Parents Evenings and reports/language used with parents. 4. Evaluate the impact of Home Learning set including interactive resources. 	Opportunities for parents to attend the school for a variety of working together opportunities. This will need careful consideration in line with COVID-19 guidance.	<ul style="list-style-type: none"> • Timetabled workshops • Key members of staff allocated as Mentors • Whole school understanding and approach to home school learning 	SLT & CHa	Autumn Spring Summer
To support the Leadership of the school	1.AHT support and development through conferences and development Hubs to develop a greater holistic view within the school for all pupils	Opportunities for AHT(s) to engage with other professionals to share and develop good practice	<ul style="list-style-type: none"> • Attendance to conferences and Hub meetings 	KR SM	Summer 2021
Total Budget Cost					£2,885.00

TOTAL BUDGET COST: £38,315.00

Additional detail

Further information can be found online at: www.barnesfarminfants.co.uk

Reporting

It will be the responsibility of the Headteacher, Assistant Headteacher and Pupil Premium Leader to report to the Governors on:

- progress made towards narrowing the gap for those pupils entitled to PP funding
- an outline of provision that was made since the last meeting
- cost effectiveness, in terms of the progress made by the pupils receiving a provision or intervention

PLEASE NOTE: It is important that parents and carers complete the Pupil Premium form if they feel their child is entitled to the extra funding. If you need any help, please do not hesitate to contact Mrs Balcomb in the school office.