

Barnes Farm Infant School



Pupil Premium Action Plan for 2017 / 2018

Pupil Premium Background information

The Pupil Premium is the name given to a sum of money allocated to schools in order to support their most vulnerable children 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 children who have been looked after continuously for more than six months and to children 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 children, they are also held to account and must prove the value of what they have put in place for their most vulnerable children. 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 children achieve and are given the highest standards of teaching and learning through delivering Quality First Teaching (QFT). Additionally, that focussed support and pastoral care outside of QFT is given to children that require it so that they are achieving their full potential.

We believe the benefits provided by the extra funding should be available to all our children within school who could be considered to be vulnerable irrespective of whether they receive Pupil Premium funding. It should be noted that the children identified as requiring the additional levels of support are not necessarily those who fulfil the above criteria and upon which the school receives the Pupil Premium funding. There is no expectation that all Pupil Premium children will receive identical support; indeed, the allocation of budget for each child feeds into the school's budget for pupil premium, rather being ring fenced for an individual child. Some children will need more than others and each child 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 children within this group.

The Action Plan for Pupil Premium spending focuses on whole-school strategies that impact all pupils, strategies that target under-performing pupils, and specific strategies targeting pupil premium pupils. We have a clear, strategic approach 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 the Deputy Head teacher leading the development plan, 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 children.

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 of our pupils.
- We have high aspirations for all pupils.
- We believe that gaps in attainment between groups of pupils can be closed with the right provision.
- We recognise that not all pupils who are economically or socially disadvantaged are registered or qualify for free school meals, and may allocate some Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being similarly vulnerable to those eligible for FSM and in need of intervention and support.
- Pupil Premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Systems

- We will track the performance of all those pupils who are eligible for FSM and will seek to maximise their progress and attainment through appropriate interventions.
- 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 children eligible for FSM 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 PPG 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 children by the Head Teacher, Deputy Headteacher and SENCo in conjunction with the class teacher. If expected progress is not being made when the pupil is being reviewed, then we will change to a different form of support.

Number of pupils and pupil premium grant (PPG) received 2017 – 2018		Number of pupils and pupil premium grant (PPG) received 2016 – 2017		Number of pupils and pupil premium grant (PPG) received 2015 – 2016		Number of pupils and pupil premium grant (PPG) received 2014 – 2015	
Total number of pupils on roll	270	Total number of pupils on roll	270	Total number of pupils on roll	270	Total number of pupils on roll	272
Total number of pupils eligible for PPG	31	Total number of pupils eligible for PPG	37	Total number of pupils eligible for PPG	32	Total number of pupils eligible for PPG	28
Total amount of PPG Allocation April 2017- March 2018	£42,240	Total amount of PPG Allocation April 2016- March 2017	£51,780	Total amount of PPG Allocation April 2015- March 2016	£40,920 + £391 (extra allocation)	Total amount of PPG Allocation April 2014- March 2015	£35,100
PPG carry forward from 2016-2017	£824	PPG carry forward from 2015-2016	£ 9,646	PPG carry forward from 2014-2015	£7226	PPG carry forward from 2013-2014	nil
Total	£43,064	Total	£61,426	Total	£48,537	Total	£35,100

Main Barriers to Learning 2017-18

There is a wide range of factors that can negatively impact on the educational achievement of individual children. However, we have identified the following range of issues as the main barriers to learning including: Developmental delay, Speech and Language difficulties, English as an Additional Language, Processing difficulties, Autistic Spectrum Disorders, Behavioural and Social Emotional difficulties. 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 child'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 Well-being and Learning Mentor who supports children with Social and Emotional issues.

Curriculum Focus of PPG Spending 2017-18

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. To raise the achievement of pupils who are not on track to reach the expected National Standard at KS1. To ensure that for KS1 disadvantaged pupils, attainment of at least the expected standard/of greater depth in all subjects for all EYFS development groups is above national figures for other pupils. To ensure that children in receipt of PP funding make at least the same progress as their peers at the same starting point.

Provision - Nature of support from April 2017

Barnes Farm Infant School PPG allocation will be spent on a number of interventions run for individuals and groups of pupils, these include:

- Additional teaching and learning opportunities provided through intervention groups for specific needs
- HLTA (higher level Teaching Assistants) to lead specific interventions across the school including 1:1 mentoring
- Small group provision - for example 'Time to Talk', Social skills group and CASPA (creating a successful, positive, attitude) - for children who are finding life at school temporarily difficult within our Owlets classroom
- Early Literacy Support for children who need to consolidate their phonic knowledge using the Alphabet Ark and or 5minute Literacy Box
- Early Maths Support for children who need to consolidate their knowledge and understanding using the EPS maths programme or Numicon Breaking barriers, through small group provision
- Language and Reading programme 'Talk Boost' to support and focus on improving Literacy skills
- Gross motor skills support including Gym trail- for children who need to develop and control their movements

- Improved access to extra-curricular activities
- Improving children's mental health and wellbeing, an essential building block for learning and positive life outcomes, and home /school liaison through Well-being mentor support and YMCA support
- Develop dedicated time through funding for teacher and pupil 'Learning Conversations' each half term.
- Developing strong partnerships with parents through funding 'structured conversations'

All of the above groups change depending on the needs of the children.

- Teaching staff and Learning Support Assistants
- Speech and Language Lead to carry out Early assessment Wellcomm screen in EYFS
- Subsidies of visits and other educational trips
- Staff training
- Senior leadership time to lead interventions and booster, tracking progress and reporting to governors

All our work through the pupil premium will be aimed at accelerating progress for the target groups, moving children to at least age related expectations as a first priority.

Planned expenditure - Academic year 2017 - 2018

The three headings below enable school to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

a. Quality of teaching for all

Desired outcomes	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?
<p>Achieve higher rates of progress- targeted groups</p> <p>Children make accelerated progress to be in line with 'other' pupils</p>	<p>Staff meeting/INSET (including 'Talk Boost training), curriculum updates/training providing colleagues for all pupil's TA CPD additional teacher to support year 2 where results (prior yr1 for PP) were lower.</p> <p>Additional HLTAs to support learning in the English and Maths Lessons</p>	<p>Pupil Premium results were lower than the rest of the cohort, therefore further support to be deployed in Yr2 Autumn/Spring term.</p>	<p>INSET days/staff meetings to deliver training.</p> <p>Peer observations after inset/courses etc.</p> <p>Monitor quality of progress of yr2 in particular.</p> <p>Monitor quality of teaching/books (PP focus)</p>	<p>Head /DHT/ SENCO</p>	<p>Half- termly reviews</p>
<p>Accelerated progress in Writing, reading and Maths</p> <p>Increase % of children achieving the greater depth in reading and Maths (y r2) + all groups</p>	<p>INSET/ staff meeting</p> <p>Review current provision</p> <p>Targeting vulnerable groups with higher levels of intervention</p> <p>Support Writing and reading development for pupils with specific learning difficulties.</p> <p>Small group support to target identified learning gaps. To support children with early phonics in small group intervention. To support pupils to secure their phonic knowledge and to reinforce class teaching.</p>	<p>Although Key stage progress was mostly good, Writing and attainment last year in yr2, was lower than the 2016 national average.</p> <p>The number of children in yr2 last year achieving greater depth in Literacy and maths was lower than the all pupils nationally.</p>	<p>INSET days/staff meetings to deliver training</p> <p>Peer observations after INSET/courses etc</p> <p>Monitor quality of reading journal activities and Guided reading observations</p> <p>Monitor quality of writing teaching observations and writing activities.</p> <p>Good practice shared</p>	<p>Head/DHT - Maths Lead, English lead All staff</p>	<p>December 2017 and half-termly</p>

Using Early Language and Reading Assessments identify barriers to learning.	Purchase of Assessments: 'Talk Boost' Carry out assessments to provide standardised scores for Language.	Staff more confident in the barriers to learning of the children and the gaps identified to be addressed within first quality teaching or through appropriate intervention provision. Progress and attainment children make is accelerated.	Monitor and observe Quality First teaching / interventions.	DHT/SENCO	Half-termly / Pupil Progress meetings
Through Structured conversations, children are aware of their next steps developments and in how they can achieve them	Class teachers each half-term to be released to meet with PP children.	Children are more confident in what they need to do next and in how to get there. Children also become more aware of the importance of learning, especially those that have negative attitudes towards learning/school.	Release to be provided for each class teacher by HLTA/Supply Monitoring the effectiveness and outcomes from Learning conversations for individuals within their learning outcomes	Class Teacher/ HT	Half-termly pupil – teacher meetings.
Total Budgeted cost (a)					£5,466
b. Targeted support					
Desired outcomes	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?

<p>Children to make accelerated progress in reading / writing / maths – at least % of pupil’s to be working at the level expected of them by July 2018.</p> <p>Children will be expected to make accelerated progress and achieve targets</p>	<ul style="list-style-type: none"> To keep up catch up intervention delivered in a timely fashion (daily) to children identified daily in small groups throughout the school for writing and maths Reading/phonics interventions HLTA/ TA to lead intervention groups to support literacy/maths development of pupils throughout the school from EYFS to yr2 	<p>Continue to build on success on these interventions last year to ensure standards/attainment in these areas remains high for all groups</p>	<p>Organise timetable to ensure staff delivering timetable have an allocated room and sufficient preparation and delivery time.</p> <p>Monitor effectiveness of HLTA’s / TA’s to lead interventions.</p>	<p>Head / DHT HLTA’s</p>	<p>Half-termly pupil progress meetings</p>
<p>PP children in year 1 and 2 to make accelerated progress and achieve at least age related expectation in writing</p>	<p>Identified children will meet with writing mentors once a week – clear next step targets set and evaluation of work to date</p> <p>Writing mentor (yr2)</p>	<p>Continue to build on success on this support/intervention last year to ensure standards/attainment in the area of writing remains high for all groups</p>	<p>Monitor that writing mentor sessions are being delivered weekly – check PP books</p> <p>Review progress of children having a writing mentor</p>	<p>Head/DHT All staff</p>	<p>Half-termly pupil progress meetings</p>
<p>Children to make accelerated progress and achieve at least age related expectation/targets</p> <p>Individual tailored support</p>	<p>Resources to support children’s learning to be purchased – especially resources to support maths and literacy development:</p> <ul style="list-style-type: none"> -Alphabet Ark -5minute phonic box -Parent workshops – how to support your child at home -encourage parents to follow up interventions at home. 	<p>Continue to build on the success of these interventions last year to ensure children have tailored support for specific needs.</p>	<p>Staff organise timetables to ensure they have allocated preparation/delivery time.</p>	<p>DHT/ SENCO/HLTA’s / TA’s</p>	<p>Half-termly pupil progress meetings</p>

Writing - Children to make accelerated progress and achieve at least age-related expectation	Small group support of hours tutoring, Additional guided writing/ reading interventions in term Autumn and Spring term	Writing progress and attainment was lower in year 2 compared to 2016 National results.	Organise 6+ after school sessions in the spring term for targeted children	DHT/SENCO/HLTA/LSA	May 2018 Results July 2018
Oral Language intervention to improve Yr1 - 'All about Me' and Yr2- 'Guided Writing'	EAL	To support the speaking and listening skills of children to enable them to fully access all areas of the curriculum	SENCO / EAL co-ordinator	SENCO/EAL co-od /HLTA/LSA HT	
Total Budgeted cost (b)					£23950
c. Other approaches					
Desired outcomes	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?
Increase attendance rates for pupils eligible for PP	Attendance (see SIP) Funding breakfast and after school club for vulnerable pupils, through 50% reduction of costs.	Children have structured opportunities to develop social and communication skills, arrive at school on time – this in turn impacts on their learning skills and improved standards of work Any interventions can start early/on time	Targeted support for identified families/children	HT/DHT/SENCO	Half-termly pupil progress meetings

Improve children's emotional well-being	<p>Funding places at After school clubs for vulnerable pupil's, school visits</p> <p>Opportunities for children to attend a social skills programme i.e. 'time to talk' 'owlets'</p> <p>To help support their emotional well-being.</p> <p>Cost of training new members of staff.</p> <p>SLA agreement with YMCA – family/emotional support</p> <p>Whole school focus on resilience – awarding in weekly sessions</p>	<p>Children have structured opportunities to develop social and communication skills, in turn impacting on their learning skills and improved standards of work.</p> <p>Improved social and emotional well-being for pupils in school – resulting in a positive impact – being ready to learn.</p> <p>Improved social and emotional well-being and learning for pupils in school – resulting in a positive impact and being ready to learn.</p> <p>Improved social and emotional well-being and learning for pupils in school</p>	<p>Monitor improvements in children's well-being/behaviour and also monitor whether improvements translate into improved attainment.</p> <p>Monitor improvements in children's well-being/behaviour and also monitor whether improvements translate into improved attainment.</p>	<p>HT/DHT</p> <p>DHT/SENCO</p> <p>HT/DHT</p> <p>SENCO</p>	<p>Half-termly</p>
Upskilling parents to best support pupil learning at home	<p>Workshops for parents</p> <p>Reading</p> <p>Phonics/writing</p> <p>Maths</p>	<p>Parental support at home is vital to support learning – parents would like to know how to do this</p>	<p>Workshops for parents throughout the year</p>	<p>English Lead, Maths Lead</p>	<p>Autumn Term/ Spring Term</p>
Parents comfortable to come into school to ask for learning / social / emotional support for their child	<p>Appointment of Family support worker / learning Mentor to support vulnerable families – from 1:1 Pupil support /working with vulnerable families</p>		<p>Monitor impact of family support on pupil's emotional well-being</p>	<p>PP lead, SENCO/ JW</p>	<p>Half- termly</p>
Collaborative Learning	<p>After School clubs</p>	<p>To enrich the out of school learning of children from low income families and after school experiences.</p>	<p>Liaison with After School staff and Forest School Teacher. Evidence of impact on the emotional well-being of all vulnerable children.</p>	<p>PP lead, After School Staff</p>	<p>Half-termly</p>

	Forest School (whole School)	To experience outdoor learning and to develop independent skills.			
				Total Budgeted cost (c)	£12903
a)£5466, b)£23950, c)£12903				Total Budgeted cost for a,b & c	£42,319

Reporting

It will be the responsibility of the Headteacher and Deputy Headteacher to report to the Governors on:

- progress made towards narrowing the gap for economically disadvantaged pupils
- an outline of provision that was made since the last meeting
- cost effectiveness, in terms of the progress made by the pupils receiving a particular provision or intervention