

# Barnes Farm Infant School



## *Building Futures, Inspiring Success*

### **Pupil Premium Expenditure Academic Year 2017 – 2018**

#### **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.

#### **Pupil Premium – How the school spent the allocation for 2017 – 2018**

<b>Pupil Premium used for:</b>	<b>Intended Outcomes:</b>
Talk Boost training and resources	Using Early Language and Reading Assessments to identify barriers to learning. Achieve higher rates of progress through targeted groups Children make accelerated progress to be in line with 'other' pupils
HLTA & TA small groups supporting English and Maths for pupil premium pupils	Accelerated progress in Writing, Reading and Maths Increase % of children achieving the greater depth in Reading and Maths (Year 2) and all groups
Small group tutoring	
Mentors met with PP children	Through structured conversations, children are aware of their next steps developments and in how they can achieve them.

Resources to support children's learning to be purchased – especially resources to support maths and literacy development: -Alphabet Ark	Children to make accelerated progress and achieve at least age-related expectation/targets Individual tailored support
Learning Mentor course and release time	Improved social and emotional well-being for pupils in school therefore resulting in a positive impact (being ready to learn).  Improve children's emotional well-being.
Family Support Services (YMCA)	
Appointment of Family Support Worker	Improved social and emotional well-being and learning for pupils in school. Improved attendance.
Funding of breakfast, after school club	Increase attendance rates for pupils eligible for PP.
Other clubs	Increase attendance rates for pupils eligible for PP.
Forest Schools	PP children to develop confidence away from the classroom environment. Opportunities to develop speaking and listening and teamwork skills.
Senior leadership (Includes Pupil premium lead, SEN Welfare support, DH Writing mentor)	PP children in Year 1 and 2 to make accelerated progress and achieve at least age-related expectation in Writing

### The effect of the expenditure on eligible and other pupils

- All pupils at the school received 6 weeks of Forest Schools teaching (6 x half day sessions). During the lessons, the pupils were given the opportunity to develop confidence, speaking and listening and team work in a safe outdoor environment. Pupils of all abilities were able to access the outside curriculum and it was reported by teachers that some pupils shone in a different situation from the daily teaching and learning in a classroom.
- Learning Mentor Training was accessed by three members of staff.
- Whole school attendance for 2017 – 2018 was 96.5% due to targeted interventions from Family Support and Wellbeing Mentor, Office support and Headteacher(s) interventions.
- The Year 1 phonics screening showed 83% of pupils eligible for the pupil premium funding pass the assessment (82% School).
- New resources were purchased to support Alphabet Ark.
- At the end of Year 1, Mathematics data showed eligible pupils broadly inline with their peers (2% difference).

- Small group activities such as nurture groups allowed pupils not eligible for PP but needing intervention to join the group.
- YMCA counselling provided services for families if required.
- YMCA also offered Family Support when appropriate.
- Pupils were supported to develop their interests outside of the normal curriculum e.g. attendance at extra curriculum activity.
- Pupils were given a variety of opportunities to develop their curriculum understanding outside of the classroom e.g. visiting the Braintree Museum to become a Victorian pupil for the day.
- Speech and Language Lead LSA provided support for pupils with speech and language needs (1:1 and group work).
- Social Skills Lead LSA provided Time to Talk and CASPA groups to boost self-esteem and encourage social skills development.
- Snacks provided to support pupils to focus in lessons.
- Lunchtime Club targeted key individuals who needed guidance and support during free time.
- The school was able to provide Mentors and support was targeted as appropriate e.g. additional reading time.
- PP Passports were used to successfully track pupils and this will continue into 2018 – 2019.
- The Family Wellbeing and Learning Mentor supported pupils and their families on an individual basis which allowed a greater number of pupils to access learning.