



# Barnes Farm Infant School

## Pupil Premium Expenditure Plan – Strategy Statement

### EVALUATION AND EVIDENCE

Academic Year September 2018 – 2019

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	How will you ensure that it is implemented well?	Evaluation and Evidence Collated
<p>Accelerated progress in Reading and writing across all phases.</p>	<ol style="list-style-type: none"> <li>1. QFT - Continued professional development for all staff members whole class reading, phonics and Big Writing development (advisor support).</li> <li>2. Continue to develop class learning environment to ensure it supports children’s reading and writing development e.g. Working walls, reading games.</li> <li>3. Ensure targeted and balanced intervention programme for children who are falling behind at EYFS and KS1 and for SEN children.</li> <li>4. Provide weekly independent and extended writing opportunities</li> <li>5. Class teachers to identify cross-curricular opportunities for writing.</li> <li>6. Review timetables to ensure enough time dedicated to English</li> <li>7. Monitor to ensure consistency of approach.</li> <li>8. English lead to provide differentiated professional development support to class</li> </ol>	<ul style="list-style-type: none"> <li>• Pupil Perceptions</li> <li>• Learning Conversations</li> <li>• Environment walks</li> <li>• Book Looks</li> <li>• Data Analysis</li> <li>• Lesson drop-ins</li> <li>• Staff perceptions</li> </ul> <p>English moderation in school and cross School</p>	<p>During the academic year, a new timetable was implemented to ensure that dedicated time was given to English including Basic Skills sessions and interventions. Big Writing was introduced, as was Whole Class Reading lessons which replaced guided reading. Monitoring by Governors took place of the Big Writing Books. The profile of reading was raised across the school including parental engagement. Reading Games were placed into every classroom to monitor the number of reads achieved at home.</p> <p>Consistency of approach was key to developing QFT and learning environments. Non negotiables were in place for all key subjects to ensure a consistent approach.</p> <p>Staff meetings focused on curriculum, working walls, subject knowledge and consistency of approach.</p> <p>Interventions were timetabled and consistently delivered.</p> <p>Subject Leader attended regular updates and worked alongside advisors to enhance the English Curriculum.</p> <p>Results showed that ARE for reading with this group of pupils was at 67% for Reading (Essex 62%) with 17% at GD (Essex 14%). Writing at GD showed 17% at GD (Essex 8%).</p>

	<p>teachers and higher-level teaching assistants to develop confidence in the teaching of reading and writing skills (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 through the CTSA/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>Accelerated progress in Maths across all phases.</p>	<p>1. QFT - Continued professional development for all staff members in particular whole class reading and Big Writing development (advisor support).</p> <p>2. Continue to develop BFIS learning environment to ensure it supports children's mathematical development including the 'Big Idea'</p> <p>3. Ensure balance of individual, small group and guided instruction in all classes.</p> <p>4. Targeted interventions such as EPS Maths.</p> <p>5. Provide 'Real life' opportunities for Mathematics throughout EYFS and KS1.</p> <p>5. Class teachers to identify cross-curricular opportunities for maths.</p>	<ul style="list-style-type: none"> <li>● Pupil Perceptions</li> <li>● Learning Conversations</li> <li>● Environment walks</li> <li>● Book Looks</li> <li>● Data Analysis</li> <li>● Lesson drop-ins</li> <li>● Staff perceptions</li> <li>● Mathematics moderation in school and cross School</li> </ul> <p>School to School Review Day</p>	<p>During the academic year, a new timetable was implemented to ensure that dedicated time was given to Mathematics including three Mathematics Basic Skills sessions. Interventions such as EPS Maths and Numicon Braking Barriers and 'Catch Up Misconceptions' interventions took place weekly. Challenge Me Cards have been introduced to challenge the KPIs at home. The profile of Mathematics was raised across the school including Celebration Assembly – Wizard of the Week and 'Wizardry Maths'. Mathematics was a key focus for the CLP School to School review. Mathematics Working Walls highlighting the 'Big Idea' were present in all rooms. Chilli Challenges and consistency in marking enabled pupils to work more independently.</p> <p>Staff meetings focused on a Mathematics Mastery curriculum, working walls, subject knowledge and consistency of approach. A Mathematics Advisor worked alongside the SL help to develop staff subject knowledge of teachers.</p> <p>Consistency of approach again was key to developing QFT and learning environments. Non negotiables were in place for Mathematics to ensure a consistent approach.</p>

	<p>6. Review timetables to ensure enough time dedicated to Mathematics.</p> <p>7. Embed Basic Skills Maths ensuring consistency across the school.</p> <p>8. Embed pre-assessment and pre-teaching (Hot and Cold) tasks. Monitor to ensure consistency of approach.</p> <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 (Mathematics Advisor).</p> <p>10. Provide professional development for staff re. Maths Mastery.</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>12. Early Mathematics Support for pupils who need to consolidate their phonic knowledge using the EPS Maths programme or Numicon Breaking</p> <p>13. Provide extra support to ensure pupils' have required level of knowledge. Embed 'same day' interventions.</p>		<p>A joint Mathematics Day was delivered with the junior school and a great success.</p> <p>Subject Leader attended regular updates and worked alongside advisors to enhance the Mathematics Curriculum.</p> <p>Results showed that ARE for Mathematics with this group of pupils was at 67% (Essex 62%).</p>
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	<p>14. Participation subject leadership updates programmes through the CTSA/Trust</p> <p>15. Staff training re. deployment of LSA's.</p>		
<p>Higher rates of progress for Low Attaining and High Attaining Groups.</p>	<p>1. Continue to monitor the impact of Structured conversations.</p> <p>2. Continue to monitor the impact of LSA's Daily Readers</p> <p>4. Develop quality first teaching strategies to support children with Speech, Language and Communications needs.</p> <p>5. SENCo and More Able Leader to support class teachers in developing strategies to support children in class to develop physical skills.</p> <p>6. New target setting system to be introduced via PP Passports.</p> <p>7. Trial whole class 'Guided Reading.'</p> <p>8. Moderation across School Partnership – extend to reading and maths.</p> <p>9. Gross Motor skills support including Gym Trail – for pupils to develop and control their movements</p>	<ul style="list-style-type: none"> <li>• Pupil Perceptions</li> <li>• Learning Conversations</li> <li>• Environment walks</li> <li>• Book looks</li> <li>• Data Analysis</li> <li>• Lesson drop-ins</li> <li>• Staff perceptions</li> </ul> <p>Reading, writing and mathematics moderation in school and cross school</p>	<p>Structured conversations took place in the Autumn Term. Certain pupils were targeted as part of the schools 'LSA Individual Read' intervention. Speech and Language training took place for the LSAs and Bronze Essex Communication and Language Bronze Award was achieved.</p> <p>Pupil Premium Passports were modernised and updated regularly. This captured individual's successes and next steps feeding into transition. As part of the CLP School to School Review, the school received positive feedback regarding timetabled interventions.</p> <p>Invites to Gym Trail were extended to pupils in this targeted group who would benefit from the support.</p>
<p>Pupil Premium children's personal and social skills to be in line with non-pupil premium children by the end of the academic year</p>	<p>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.</p> <p>2. Provide training for staff to explain strategies and value of using Forest Schools approach.</p> <p>3. Continue to develop the learning environment and review timetable</p>	<ul style="list-style-type: none"> <li>• Monitoring</li> <li>• Pupil Perceptions</li> <li>• Learning Conversations</li> <li>• Environment walks</li> <li>• Book looks</li> <li>• Data Analysis</li> <li>• Lesson drop-ins</li> <li>• Staff perceptions</li> </ul>	<p>There was a wide variety of additional curriculum experiences for the pupils including off site trips.</p> <p>Forest Schools was embedded into the curriculum and the school invested for a member of BFIS Staff to train as a Forest School's Leader.</p> <ul style="list-style-type: none"> <li>• School's Attachment Aware Schools Award – Achieved.</li> <li>• PE – Active Essex KS1 PE, School Sport and Activity Award gained</li> <li>• Health Schools Foundation Award - Achieved.</li> </ul>

	<p>e.g. PCs to enable PP access to phonics, x table Rockstars and publishing of writing tools.</p> <p>4. Provide professional development for staff re. interactions with children (Attachment Theory Training).</p> <p>5. Ensure 'Plan, do, review' cycle embedded</p> <p>6. 'Time to Talk' intervention</p>	<p>Reading, writing and mathematics moderation in school and cross school</p>	<p>After consideration of the available tools that the school could access for computing interventions, it was decided that the school would purchase PCs for each class. Due to timings of the purchases, this did not impact on the provision for this group of pupils. The PCs are in place for future groups/interventions.</p>
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<b>Total Budget Cost</b>	<b>£4,800</b>
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**ii. Targeted Support**

<b>Desired outcomes</b>	<b>Chosen action/approach</b>	<b>How will you ensure that it is implemented well?</b>	<b>Evaluation and Evidence Collated</b>
<p>Higher rates of engagement and involvement for Pupil Premium pupils requiring additional emotional support.</p>	<p>1. Monitor the impact of mentor conversation, Teacher Learning Conversations, LSA Daily Readers</p> <p>2. Monitor the impact of LSA targeted pupil reads</p> <p>3. Monitor the impact of targeted groups e.g. EPS Mathematics</p> <p>4. SENCo to deliver training for teaching staff re. Effective deployment of Learning Support 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&amp;WM to work with 1:1 and small groups.</p> <p>7. Monitor the impact of S &amp; L Lead support.</p>		<p>Creating a Successful Positive Attitude (CASPA) was available for those pupils that required additional support.</p> <p>Time to Talk ensured that pupils had the support with social and emotional intervention when needed.</p> <p>SENCo trained staff on:</p> <ul style="list-style-type: none"> <li>• Supporting Positive Behaviour</li> <li>• Attachment Awareness</li> </ul> <p>Essex Communication Award (Bronze) – Achieved.</p> <p>Family Support and Learning Mentor ensured that mentoring, additional classroom support and services could be accessed by families that needed.</p> <p>FS&amp;WM ran a 'Happy Walk to School Club' to support a small number of pupils coming into school at the beginning of the day which supported them to self-regulate at the start of the day. Pupils eligible for the PP funding also received an invite to this club if appropriate.</p> <p>TAF training completed by SLT and FS&amp;WM.</p>

	<p>8. Key members of staff mentor targeted pupils.</p> <p>9. Review assessment cycle</p> <p>10. Embed new timetable with Basic Skills/Intervention clear</p> <p>11. Trial whole class ‘Guided Reading.’</p> <p>12. Moderation across School Partnership – extend to reading and maths.</p> <p>13. CASPA (Creating a successful, positive attitude) – Monitor impact and review (Social Skills Lead)</p> <p>14. Happy Walk to School Club – Evaluate (FW&amp;SM)</p> <p>15. Follow up on initial training on Attachment Theory to ensure key messages have been understood regarding Attachment training.</p> <p>16. Zones of Regulation Introduce to the whole school.</p> <p>17. Embed use of Boxhall Assessment as a tool for identifying and tracking Social and Emotional Needs.</p> <p>18. Nurture Group.</p> <p>19. Embed Zones of Regulation across the whole school (mental health and wellbeing).</p> <p>20. BCCS working with BFIS to support groups and individuals including counselling, small playgroups.</p> <p>21. Ensure key members of staff receive mental health and wellbeing training to feedback into school curriculum.</p>		<p>Zones of Regulation (ZoR) introduced to support pupil’s emotional regulation and wellbeing. This was highly successful and pupils could independently discuss their feelings, emotions and explore ways to manage these. This has become firmly embedded in the ethos of the school.</p> <p>Parent Feedback gained on this action point was very positive regarding the work the Wellbeing Team provided.</p> <p>A successful partnership with BCCS was established to support pupils that needed this.</p> <p>DHT attended mental health and wellbeing training.</p>
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<b>Total Budget Cost</b>	<b>£17,000</b>
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**iii. Other approaches**

Desired outcomes	Chosen action/approach	How will you ensure that it is implemented well?	Evaluation and Evidence Collated	
Attendance Rates for Pupil Premium children will be in line with non-PP children.	1. Breakfast Club 'Happy Walk to School' Club for targeted pupils (FW&SM) 2. Attendance Team established (to include the FW&SM) 3. Consideration of Before and After School Activities to support attendance	<ul style="list-style-type: none"> <li>Established an Attendance Team responsible for weekly monitoring including FS &amp; WM.</li> <li>Those pupils eligible for additional funding to be offered additional clubs</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at clubs</li> <li>2018 – 2019 Attendance for those eligible for PP Funding = 94%. Attendance for those pupils not eligible for PP Funding = 96%. (Figures rounded).</li> </ul>	
To develop systems to support home learning for Pupil Premium children.	1. Identifying opportunities for parents to come into school e.g. Workshops in English and Mathematics. 2. Provide Workshops on a variety of topics 3. Refine Parents Evenings and reports/language used with parents. 4. Development of Home Learning including key text books (Scofield and Simms)	<ul style="list-style-type: none"> <li>Run Workshops including phonics and New to Reception</li> </ul>	Workshops including: <ul style="list-style-type: none"> <li>Supporting Children with Additional Needs</li> <li>Phonics</li> <li>Mathematics</li> <li>New to Year Group</li> </ul> New Reports and Parents Information updated to be more user friendly.  New home learning books and Reading Diaries used.	
			<b>Total Budget Cost</b>	£440

**TOTAL BUDGET COST: £27,920**