

Barrington C of E (VC) Primary School

Pupil premium grant expenditure 2015/16

The pupil premium was introduced in April 2011 for pupils in England from low-income families. It is a sum of money allocated to schools to close the attainment gap between those eligible for free school meals and their wealthier peers. Disadvantaged pupils are pupils that have been recorded as eligible for free school meals (FSM) at any point in the last six years (Ever 6 FSM) or pupils in care who have been continuously looked after for more than six months by the local authority.

| Number of pupils and pupil premium grant (PPG) received | |
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| Total number of pupils on roll | 103 |
| Total number of pupils eligible for PPG | 13 |
| Amount of PPG received per pupil | £1320 |
| Estimated Total Amount of PPG | £17,460 |

Distribution of pupil premium children throughout the school

| Class 1 | | Class 2 | | Class 3 | | Class4 | |
|---------|---|---------|---|---------|---|--------|---|
| YR | 0 | Y1 | 1 | Y3 | 5 | Y5 | 3 |
| Y1 | 2 | Y2 | 0 | Y4 | 1 | Y6 | 1 |

Summary of PPG spending 2015/16

Analysis of the challenges that face our children who are eligible for pupil premium reveals that most of them have complex and changing home situations in which the majority of the child care responsibility falls on a single parent.

The following three strands have been highlighted as being effective in raising standards:

- Achievement for All (a national programme designed to help develop stronger home school links to promote achievement and aspiration)
- Targeted support, for example: Allyance counselling service, intervention groups led by teaching assistants (TAs)
- Enriching the curriculum, for example: visits linked to the creative curriculum, development of the school allotment, subsidised residential visits

For the year April 2015 to March 2016 we used the pupil premium funding in the following way:

- Working to achieve the quality mark for Achievement for All programme
- Developing the use of Assertive Mentoring across the curriculum and releasing staff to work on a one to one basis with pupils
- Targeted emotional literacy support through Nurture Groups
- Access to counselling services
- Supporting educational visits and experiences
- Targeted staff to support disengaged or disruptive children
- Imbedding First Class at Number and Success at Arithmetic programmes as maths was identified as a prime area for development.
- Accessing after school clubs, including BOOS, football, gym and multi-sports.
- Developing motor skills

Impact of pupil premium provision

The system used to track pupil achievement and progress was replaced during the spring term 2016. In the autumn term 2015 assertive mentoring was used, however this system was found to be neither robust nor reliable and was impacting negatively on teaching rather than being a tool to support effective teaching. The new system was introduced in February 2016, and so could be used to track progress from the spring term moving forward. Target tracker data given is for a term; over this period the expected rate of progress is 2 points.

| Provision | Approximate Cost | Impact 2015-16 |
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| Achievement for All – working with a coach from AfA to develop a program of activities and events to increase parental involvement | <p>£1,800 per academic year subscription costs</p> <p>Releasing AFA champion to work with AfA coach – 3 days supply - £600</p> | <p>Supporting both children and their families. Workshops for parents on supporting their children in school. Support for teaching staff from AfA coach on developing resilience, marking and effective feedback and effective use of target for children.</p> <p>Average termly progress rates for PP pupils –</p> <p>Reading - 3.6</p> <p>Writing – 3.8</p> <p>Maths – 2.6</p> |
| <p>KS1 English interventions</p> <p>including precision teaching, individualised phonics and reading support 20 hours p/w led by 2 adults (38 wks)</p> | £7,600 per academic year | <p>Boost decoding skills and reading fluency, develop comprehension skills and spelling accuracy.</p> <p>Average termly progress rates for KS1 PP pupils in English–</p> <p>Reading - 1.75</p> <p>Writing - 1.4</p> |
| <p>KS2 English intervention – includes precision teaching, Tracks decoding, inference comprehension program.</p> <p>12 p/w led by 1 adult (38 wks)</p> | £4,500 per academic year | <p>Boost decoding skills and reading fluency, develop comprehension skills and spelling accuracy.</p> <p>Average termly progress rates for KS2 PP pupils in English–</p> <p>Reading - 4.6</p> <p>Writing - 5</p> |
| Construction Club (Lego therapy) 1 hour a week for 10 weeks led by 1 adult | £100 per course of sessions | <p>KS2 - Short term focussed intervention to boost speaking and listening skills, teamwork, sportsmanship, peer support.</p> <p>Strengths and difficulties questionnaire used to measure impact – average increase in points scored on positive characteristics –</p> |

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| | | <p>10.6</p> <p>Average decrease in points scored for negative characteristics – 19.4</p> |
| <p>1st class @ number</p> <p>KS1 - 3 hours p/w led by 1 adult (36 wks)</p> | £1,080 per academic year | <p>Additional support for Y1/2 pupils with lower maths attainment or who have made slower progress to boost progress.</p> <p>Average progress made by pupils accessing this programme during 2015-16;</p> <p>1.8 points per term</p> <p>Average increase in score on baseline assessment - 7.8 markss per term</p> |
| <p>Success@arithmetic</p> <p>KS2 - 3 hours p/w led by 1 adult (36 wks)</p> | £1,080 per academic year | <p>Additional support for KS2 pupils with lower maths attainment or who have made slower progress to boost progress.</p> <p>Average progress per term in maths made by pupils accessing this programme during 2015-16;</p> <p>10.4 points over a term</p> |
| <p>Dulcie Time – availability of 1:1 sessions with TA with extra training in emotional and well being support (as needed approximately 30 mins per week 38 wks)</p> | £190 per academic year | <p>Early access to regular individual emotional support reduces the need to refer pupils for external support and promotes emotional well being and resilience.</p> |
| <p>Dulcie's Dreamteam – self esteem and motivation group</p> <p>Run by 1 TA for 10 weeks 1 hour a week</p> | £100 per course of sessions | <p>A short term, focussed, intervention strategy, which addresses barriers to learning arising from social / emotional and or behavioural difficulties.</p> <p>Self esteem 10 point scale used to measure impact – average self esteem score increased from 39% to 61.2 %</p> |
| <p>BFG Barrington Family Group – nurture group – runs for 10-12 week termly block with 2 adults for 1 hour 30 mins per week</p> | £300-£360 per course of sessions | <p>A short term, focussed, intervention strategy, which addresses barriers to learning arising from social / emotional and or</p> |

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| | | <p>behavioural difficulties and provides extra in school support for children who are coping with emotional issues.</p> <p>Strengths and difficulties questionnaire used to measure impact – average increase in points scored on positive characteristics – 15.6</p> <p>Average decrease in points scored for negative characteristics – 21.4</p> |
| Allyance counselling access to cluster play therapy service | £1,390 | Early access counselling service to help support pupils through traumatic life events. |
| Financial support visits/ outings, swimming, | £500 approximately | Funding for pupils to attend residential trips, sports events, provide equipment for homework |
| Financial support to attend afterschool sports and activity clubs | £500 approximately | Widening educational opportunities and participation; children have accessed the following clubs this year using this support Boos, football, multi-sports, gym, cookery and drama. |
| Financial support to access music lessons | £500 approximately | Widening educational opportunities and participation enabling children to participate in piano/guitar lessons who would not otherwise be able to. |
| Staff CPD programme Ongoing TA training (including inference skills training) | £500 approximately | <p>Contribution to course and supply costs for SENCo to support early identification of additional need and outcomes for PP pupils,</p> <p>Contribution to course and supply costs to improve high quality teaching in English (Y2/4/5) and writing across the school (inference training, ERT training, Word Aware training).</p> <p>Attendance at pupil premium conference</p> |
| KS2 teachers allocated one afternoon a week release time – C4 for 12 weeks, C3 for 7 weeks for teachers to run booster | Cost of covering class to release teacher - approx. | Allows class teachers to follow up from classwork and fill gaps |

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| support for children in specific areas, linked to class work | £50 per session C4 - £600 C3 - £350 | in pupils' knowledge to help progress learning. Average points progress for PP pupils in KS2 Reading - 4.6 Writing - 5 Maths – 3.4 |
| Whole staff training – staff meeting looking at the evidence for effective interventions for pupils using information from the Sutton Trust | Staff meeting (no cost) and TA meeting (£50) time | Increase staff awareness of the forms of intervention that have been shown to have the most impact |
| Allocation of pupil premium responsibility to a governor for them to monitor provision, tracking and impact. Link governor visit to look at pupil premium children's engagement levels | Staff time to meet with governor | Ensure that there is a continuous review and push for development of current practice. |
| Data tracking and monitoring as a powerful tool for maximising PP performance Pupil progress and class provision mapping paperwork developed to include explicit tracking of pupil premium children | Staff time | Greater emphasis on the relative performance of PP and non PP students in assessment reports. Clearly identifying next step learning to support increased progress. Raised staff awareness of pupils, their needs and their progress. |
| Regular fortnightly TA meetings for training | £50 per session Approximately £400 per term | Enables TAs to have a programme of in house training to ensure consistency in approach and development of skills across the school – topic |
| Progress of pupil premium children to be explicitly included in staff performance management paperwork from summer 2016 (TAs) and autumn 2016 (teachers) | No cost | Raised staff awareness of pupils, their needs and their progress. |

Pupil premium grant expenditure 2016/17

Following the analysis of what worked during 2015-16 and the current needs of the children with pupil premium funding we are planning to use the funding in the following ways during 2016-17

| Number of pupils and pupil premium grant (PPG) received | |
|---|----------------|
| Total number of pupils on roll | 107 |
| Total number of pupils eligible for PPG | 20 |
| Amount of PPG received per pupil | £1320 |
| Estimated Total Amount of PPG | £17,460 |

Distribution of pupil premium children throughout the school

| Class 1 | | Class 2 | | Class 3 | | Class4 | |
|---------|---|---------|---|---------|---|--------|---|
| YR | 5 | Y1 | 0 | Y3 | 2 | Y5 | 2 |
| Y1 | 0 | Y2 | 3 | Y4 | 4 | Y6 | 4 |

Analysis of the challenges that face our children who are eligible for pupil premium reveals that most of them have complex and changing home situations in which the majority of the child care responsibility falls on a single parent.

We intend to use this funding to support our children with priority given to developing reading, writing and maths and using small group and individual pre and post teaching to support pupils in their academic development.

high quality teaching and training for teachers,

We also run a variety of interventions across the school to support pupil's social skills and their wellbeing, this includes funding for class outings, residential visits and supporting the cost of access to wrap around care including breakfast club.

In addition to the focused teaching interventions provided to pupils listed here, we also use teaching approaches which close the gap in attainment outlined below.

Objectives in spending 2016/2017:

To raise outcomes for pupils through:

- Additional English and Mathematics support to personalise learning and raise outcomes for pupils
- Using the Achievement for All approach to engaging parents with their children's education and providing parents with support to enable them to work with their children at home
- Providing social and emotional support/interventions to improve self-esteem and behaviour
- Enhanced/improved cultural capital – trips, activities, extra curriculum activities and support with uniform, materials etc.

Impact of pupil premium provision

Costings of interventions and class based support work are approximate and are calculated on the cost to school of the personnel involved in running the support and the costs of any resources that need to be purchased to run the support.

The impact of any support is measured using our Target Tracker assessment system along with any additional baseline assessments that are suitable for the particular intervention.

| Provision | Dates | Year group/ number of pupils | Approximate Cost per term (14 week autumn term) | Intended Impact 2016-17 |
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| Individual or small group additional tuition for children Immediate follow up/ pre-teaching for children following or before maths and English lessons to enable all children to succeed and meet lesson objectives | Groups running throughout the school year on a daily basis – | All PP children as needed | | Boost rates of progress of children with pupil premium finding to accelerate progress |
| Individual and group interventions run across the school in classes for EYFS – Y6 in classes - groups running will change depending on the needs of the children | | | | |
| Class 1- Support during whole class sessions to maintain focus and engage with teaching Speech and language development 1:1 phonics support (to be added in Spring term) Reading support – extra 1:1 reading sessions | Daily throughout the term Oct- Dec 2-3 times a week Daily - from Jan for YR 2-3 times a week | 3PP pupils 2PP pupils ?? 5 PP pupils | £700 £140 £10 per week per pupil £210 £200 | TA support for behaviour to enable children to focus and develop good learning behaviour during whole class sessions. Ta support also to engage with the learning and support appropriate differentiation of the whole class tasks. Using the Wordaware approach and language games to boost the spoken vocabulary of children and develop communication skills. These small group activities also boost confidence and consequently self esteem. Individual work to secure phonics knowledge of phase 2 and the ability to segment and blend sounds using the five minute Phonics box Extra opportunities to read aim to enable the children with pupil premium funding to read daily and so boost reading progress Adult support to engage children with pupil premium funding in the child led learning opportunities in the classroom and outside are that will develop fine motor skills – with the aim of developing fine motor skills and boosting progress in early |

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| Fine motor skills | 2-3 times a week | 5 PP pupils | £280 | writing development. |
| Social communication and social skills development for YR pupils | 2-3 times a week | 5 PP pupils | | Allocation of TA time to play alongside YR children during child initiated learning and support the development of social skills |
| Class 2 | | | | Consolidate ability to read and write all 25 phase 4 sounds |
| Small group targeted phonics | 3x per week all term | 1 PP pupil | £70 | focus on need to pass phonics check (gained 31 marks in Y1 test) |
| Reading - decoding | 3x per week all term | 2 PP pupils | £140 | Extra opportunities to read aim to enable the children with pupil premium funding to read daily and so boost reading progress |
| Targeted guided reading comprehension | 2x per week | 3 PP pupils | £140 | To practice reading comprehensions in guided group to support understanding and inference and how to answer questions – where to get information from within text with the aim of boosting progress and reaching ARE by summer 2017 |
| Numeracy support – | 3x a week for 5 - 10 minutes with TA | 2PP Pupils | £100 | 1:1 work to develop confidence with numbers up to 100 the ability to apply these to class work and tests. |
| 1:1 early morning work support with handwriting, hand control and letter formation | 5 mins daily | 1PP pupil | £70 | To produce legible and consistent handwriting. To control a pencil comfortably. Focusing in class during handwriting and general writing in literacy – gentle reminders. |
| Class 3 | | | | To form all letters accurately and to join some letters with diagonal and horizontal joins independently and know which not to join. |
| Handwriting group | 10 mins daily | 1PP pupil | £140 | |
| Targeted guided reading comprehension | 2x20 mins a week | 2PP pupil | £90 | To practice reading comprehensions in guided group to support understanding and inference and how to answer questions – where to get information from within text with the aim of boosting progress and reaching ARE by summer 2017 |
| | 3x a week – 5- | | | Extra opportunities to read aim to enable the children with |

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| Extra 1:1 reading | 10mins | 3PP pupil | £140 | pupil premium funding to read daily and so boost reading progress |
| Handwriting/ SpaG support group | 2x per week 20mins | 2PP pupil | £90 | To practice skills and consolidate grammar and spelling already taught in whole class SPaG sessions. |
| More able pupils development group | 1 session per week in Spring term | 1PP pupil | £120 | To extend more able children so they continue to make good progress and link core subject skills to x-curricular work |
| In class numeracy support | Daily as required | 3 PP pupils | ?? | TA support as need to ensure children are accessing whole class lesson and are able to apply skills taught in CLIC. |
| Write away together 1:1 and small group support | | | | |
| Class 4 | | | | |
| Y6 maths fluency | 1x 20 mins per year group plus in class consolidation during maths sessions | 3 PP pupils | £100 | extra small group Clic sessions used to develop mental fluency and quick recall of number facts |
| Y5 maths fluency | | | | |
| Maths confidence booster Y6 | 1 session per week | 4 PP pupils | £140 | To enable pupils to be able to build problem solving resilience, verbal reasoning and number fluency and use bar models to support understanding of concepts. To be able to be <i>working at age expected roughly 5w+</i>) |
| Maths confidence booster Y6 | 1 session per week | 2 PP pupils | £140 | For pupils to be able to gain at least a level 4b (St 4S) in the Y6 SATs summer 2016 (<i>revised under ARA 2016 – must be working at age expected roughly 6w+</i>)To build problem solving resilience, verbal reasoning and number fluency and to use bar models to support understanding of concepts. |
| Handwriting/spelling booster group | 2 session per week | 3 PP pupils | £70 | To enable the pupils to improve spelling when free writing and apply spelling patterns by offering extra handwriting practise to |

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| Improving writing confidence | 3x 15 min sessions per week | 5 PP pupils | £100 | join correctly, equal spacing, equal sized lettering. To enable pupils to develop more awareness of Essentials in writing plus more teaching and focussed time on editing & improving their writing to give them more confidence to up-level their work . |
| Extra 1:1 reading | 1x 15 min per week | 4 PP pupils | £140 per group (2 groups run) | Extra opportunities to read aim to enable the children with pupil premium funding to read daily and discuss the text they have read and so boost reading progress |
| Reading comprehension groups | 3x 20 mins per week | 5 PP pupils | | To boost inference skills aiming specifically at targeting assessment focus found in question level analysis of last assessment tests. To enable all children to reach their end of term targets in reading |
| Individualised learning support | As needed all day everyday | 1 PP pupil | | Reduction of anxiety levels and development of emotional resilience. |
| 1 st Class@maths intervention programme (KS1) TA - 4 hours per week. | Spring term 12 week programme | Pupils to be selected in spring term | £480 | Small group (4:1) maths intervention aimed at boosting progress of children so that they reach ARE |
| Success@arithmetic intervention programme (KS2) TA - 4 hours per week. | Spring term 12 week programme | Pupils to be selected in spring term | £480 | Small group (4:1) maths intervention aimed at boosting progress of children so that they reach ARE |
| C4 teacher allocated one afternoon a week release time – for class teacher to run booster support for Y6 children in specific areas, linked to class work | Sept onwards 1 afternoon a week | Y6 4 PP | Cost of cover a12pprox. £90 per week Autumn term- | Time for the class teacher to work with the Y6 pupils and boost their progress in maths and English and help them to develop self confidence and resilience in preparation for KS2 SATs assessments. |

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| | | | £1260 | |
| Sensory Circuits group – set up by primary PE specialist and run by 2 TAs | From January 3x per week | YR – 5PP | £300 | Development of gross motor skills and coordination which needs to be secure for fine motor control to be sufficiently developed to support letter formation and writing development Intended impact – increase the percentage of YR children who meet the Early Years Goals for writing. |
| Balance bikes programme | February 2017 | YR – 5PP | Approx. £18 per pupil | Development of gross motor skills and coordination which needs to be secure for fine motor control to be sufficiently developed to support letter formation and writing development Intended impact – increase the percentage of YR children who meet the Early Years Goals for writing. |
| 20 minute weekly piano lesson | Sept onwards | Y4 1 pupil | Est £500 | Increased confidence and self esteem enabled by the opportunity to learn an instrument that would otherwise not be available. |
| Nurture Club (BFG – Barrington Family Group) | Oct onwards for 1hr 15 mins For 9 weeks | 4 PP pupils | £200 | group offers a safe space for children in need of extra emotional support and the group work focuses on the importance of nurture in the development of wellbeing and the use of language to communicate feelings and emotions. The group focuses on the development of confidence and self esteem. |

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| Dulcie's lunchtime club | 1x per week 30 mins | 5 PP pupils | £70 | To strengthen their resilience and ease anxiety. Opportunities to develop social skills. |
| Change 4 life club – run by school sports coach/ primary PE specialist | Spring term for 10 weeks | Pupils to be selected in Spring term | £200 | Social, behaviour, attendance and attainment support through physical activity. |
| Lunchtime sports coach - sports coach in the | Available to whole school | | £350 | Social and behaviour support through physical activity. |
| Wider opportunities- access to after school football, multi-sports and gym club | One session a week after school | 5 PP pupils | £42 per pupil | Ensuring that all children have the chance to participate in the wider opportunities that are offered by the school |
| Meeting the cost of swimming lessons | Booster swimming sessions | 7 PP pupils | £24 per pupil Plus £60 TA time | Supporting the cost of swimming booster lessons to enable all our children to meet the minimum requirements for swimming in the PE national curriculum |
| Paying for school trips May C4 to Arts theatre June – C1 to Sea life Centre Sept KS2 to Roald Dahl Museum/ KS1 to Roald Dahl Gallery Oct C4 Roman Day | | 4 PP pupils 2 PP pupils 12 PP pupils 6 PP pupils | Approx. £10 per pupil per trip/ event | Enabling classes to go on trips linked the curriculum and not pass the cost of these curriculum enrichment activities on to families who are struggling financially |

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| Oct C4 Ely Cathedral Day | | 6 PP pupils | | |
| Individual counselling through allyance counselling service | Weekly sessions for block of time determined by therapist | 2 PP pupils | £350 per pupil | Individual 1:1 play therapy support for children who are experiencing emotional difficulties due to difficult life events with the aim of enabling them to resolve emotional difficulties, support mental well-being and then concentrate on school work and so boost progress |
| Staff training planned for Autumn term | | | | |
| Word aware | Training delivered in Sept | | Resources £50 TA time £100 | Development of a whole school consistent approach to vocabulary extension work – particularly useful for children with EAL (3PP pupils) and children with less well developed vocabulary. |
| Neurodiversity | Training to be delivered in Jan | | TA time £100 | Training run at staff meeting and TA meeting aimed at developing staff understanding of the range of different needs created by different processing styles and how best to support these needs in a whole class and small group setting with the aim of helping staff adapt their teaching to meet a wider range of needs. |
| Write away together | Training delivered in Oct | | £250 | Training for all class teachers on a PD day to look at how to respond to children's writing and give targeted specific feedback with the aim of helping children develop their writing and enable more children to reach ARE and greater depth in their writing. |
| Progress of pupil premium children to be explicitly included in staff performance management paperwork from summer 2016 (TAs) and autumn 2016 (teachers) | - | - | No cost | Raised staff awareness of pupils, their needs and their progress. |

This tracking is updated termly, pupils progress is monitored half termly and all and all interventions are monitored and the end of each term to assess their impact.