

Barrington C of E (VC) Primary School

Pupil premium grant expenditure 2017/18

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.

This report documents the spending and impact of pupil premium funding from April 2017 to April 2018.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	108
Total number of pupils eligible for PPG	15
Amount of PPG received per pupil	£1320
Estimated Total Amount of PPG	£23, 760

Distribution of pupil premium children throughout the school from September 2017

Class 1		Class 2		Class 3		Class4	
YR	0	Y1	4	Y3	3	Y5	3
Y1	1	Y2	0	Y4	2	Y6	2
Total in C1	1	Total in C2	4	Total in C3	5	Total in C4	5

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

We used 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. Pupil premium children were also given priority for in class support during lessons.

We are working with two other local primary school on a project to develop our child's oracy skills; this work will help upskill all staff to be teachers of oracy, develop a whole school approach to oracy development and actively teach our children the speaking and listening skills that both underlie all learning and are a key life skill. As a part of this work the oracy skills of all our children have been assessed and pupil premium children have tended to have lower levels of oracy skills. This work has been aimed at developing these.

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 when families are in crisis and accessing 1:1 counselling for children.

Objectives in spending 2017/18:

To raise outcomes for pupils through:

- Additional English and Mathematics support to personalise learning and raise outcomes for pupils – this includes a focus on ensuring that PP children are fairly represented in the children achieving at GD (greater depth) in reading, writing and Maths
- Careful monitoring and support to ensure that pupil premium children are fairly represented in the numbers of children achieving combined ARE in reading, writing and maths.
- 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.
- Whole staff training to develop oracy skills in our children; oracy skills are an important life skill, but also underlie learning in all curriculum areas.

Summary of PPG spending 2017/18

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 for many of the children the majority of the child care responsibility falls on a single parent.

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

- Achievement for All approach to working with parents (a programme designed to help develop stronger home school links to promote achievement and aspiration, through termly teacher: parent planning meetings for discussion of each pupil's individual support)
- Targeted support, for example: Alliance counselling service, intervention groups led by teaching assistants (TAs) or class teachers, top up booster sessions linked to class teaching to enable children to keep pace with whole class learning, additional adult support within lessons.
- Enriching the curriculum, for example: visits linked to the creative curriculum, development of the school programme of inspiration days to enable the children to learn through first-hand experience.
- Provision of 1:1 counselling for children in times of family crisis

For the year April 2017 to March 2018 we used the pupil premium funding in the following way:

- Booster sessions to help support children to access whole class lessons and keep pace with the rate of learning
- Targeted adult support within lessons
- Access to counselling services
- Supporting educational visits and first hand experiences
- Targeted staff to support disengaged or disruptive children
- Accessing school clubs, including cookery, drama, football, gym and multi-sports.
- Developing motor skills and sensory circuits sessions

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.

Due to the small numbers of children in our school, analysis of spending and impact has been presented in such a way as to preserve the anonymity of the children involved.

Provision	Dates	Year group/ number of pupils	Approximate Cost over the academic year	Impact 2017-18												
<p>Individual or small group additional tuition for children in class support during lessons. Flexible groupings running throughout the school year depending on children’s needs/ progress</p> <p>Provision of skilled TAs in all Maths and English lessons to enable children to receive support as needed during the lesson; either from the TA of the class teacher – whichever is more appropriate.</p> <p>All lesson plans include annotation of PP children and their support provided.</p>	On-going all year	All PP children as needed	<p>Hours of TA time allocated per week- per class depending on number of PP pupils-</p> <p>C1 - £528</p> <p>C2- £2,112</p> <p>C3 – £2,640</p> <p>C4 - £2,640</p>	<p>Boosted rates of progress of children with pupil premium finding to accelerate progress in maths and English.</p> <p>Average progress across maths, reading and Writing compared for pupil premium and non-pupil premium children:</p> <table><tr><td></td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>Pupil premium pupils</td><td>1.95</td><td>1.7</td><td>1.74</td></tr><tr><td>Non-pupil premium pupils</td><td>1.8</td><td>1.68</td><td>1.54</td></tr></table>		Reading	Writing	Maths	Pupil premium pupils	1.95	1.7	1.74	Non-pupil premium pupils	1.8	1.68	1.54
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Immediate follow up/ pre-teaching for children following or before maths and English lessons to enable all children to succeed and meet lesson objectives on a daily basis as a follow-up to whole class lessons. Flexible groupings running throughout the school year.	Daily	All PP children as needed	Time allocate per class – C1 - £264 C2 - £1,056 C3 - £1,320 C4 - £1,320 Hours of teacher time allocated per week (C4) C4 3 hours - £3,800 C3 1 ½ hours - £2,000	Increased the percentage of PP children ARE in all subjects in line with non-PP pupils Average attainment for PP pupils and non-PP pupils across the school at Easter 2018 Reading <table><tr><td colspan="2">below</td><td colspan="2">at</td><td colspan="2">above</td></tr><tr><td>PP</td><td>Non-PP</td><td>PP</td><td>Non-PP</td><td>PP</td><td>Non-PP</td></tr><tr><td>12.5</td><td>18.3</td><td>82.66</td><td>56.34</td><td>6.66</td><td>25.6</td></tr></table> Writing <table><tr><td colspan="2">Below ARE</td><td colspan="2">At ARE</td><td colspan="2">Above ARE</td></tr><tr><td>PP</td><td>Non-PP</td><td>PP</td><td>Non-PP</td><td>PP</td><td>Non-PP</td></tr><tr><td>47</td><td>32.66</td><td>52</td><td>57.32</td><td>0</td><td>9</td></tr></table> Maths <table><tr><td colspan="2">below</td><td colspan="2">at</td><td colspan="2">above</td></tr><tr><td>PP</td><td>Non-PP</td><td>PP</td><td>Non-PP</td><td>PP</td><td>Non-PP</td></tr><tr><td>40.66</td><td>36.28</td><td>55.32</td><td>53.3</td><td>0</td><td>6.34</td></tr></table>	below		at		above		PP	Non-PP	PP	Non-PP	PP	Non-PP	12.5	18.3	82.66	56.34	6.66	25.6	Below ARE		At ARE		Above ARE		PP	Non-PP	PP	Non-PP	PP	Non-PP	47	32.66	52	57.32	0	9	below		at		above		PP	Non-PP	PP	Non-PP	PP	Non-PP	40.66	36.28	55.32	53.3	0	6.34
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Involvement of pupil voice – interviews with all pupil premium children to ask them what they feel would best help their learning.	Nov 2017	All PP children	Release time to plan complete and analyse interviews	Inclusion pupil voice in the allocation of support has helped to justify the approach of flexible support for PP pupils before, after and during lessons. All children questioned in KS2 said they prefer this to going out for an intervention group – the children said that learning in a small																																																						

				group before, during and after whole class lessons helped them to keep up in the lessons and not feel different from other pupils.
Oracy programme – Professional development training for all staff to ensure that oracy skills are taught deliberately and consistently across the school and purposeful talk and discussion are a feature of every classroom	Project to start Jan 2018 and run for 2 years	All children but focus will be on developing and tracking progress of oracy skills for PP as one of our vulnerable groups	Staff training – teachers – staff meeting time – no cost TAs – £250 Release time for oracy coordinator to plan project and prepare training - £250	We will be able to measure the impact on the children by assessments of their oracy skills and monitoring of any additional impact on reading and writing levels. The impact of the project on the classroom and school practice as a whole can be measured by using the 10 benchmarks for oracy checklist from Project 21 which has 38 statements which are all marked out of 3 allowing for a measure of development. This project is ongoing and measurements against the oracy baseline will be made at the end of the summer term, however initial subjective assessments on the impact of children's confidence to speak and their understanding of the sub-skills involved in oracy are positive.
Individual and group interventions run across the school 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 1:1 phonics support Reading support – extra 1:1 reading sessions Fine motor skills/ extra handwriting support	Daily throughout the term 2-3 times a week 2-3 times a week 2-3 times a week	1PP pupil 1PP pupil 1PP pupil 1PP pupil	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. 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 1:1 work to develop pencil control and secure correct letter formation	

Class 2 Support during whole class sessions to maintain focus and engage with teaching/ pre-teaching and booster to enable all children to keep pace with whole class learning. Small group targeted phonics Reading - decoding Targeted guided reading comprehension Numeracy support – 1:1 early morning work support with handwriting, hand control and letter formation Individualised behaviour support programmes and work on well bring and self esteem	Daily throughout the term	4 PP pupils	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. Provision of movement breaks as need to aid focus and concentration.
	3x per week all term	2 PP pupils	Consolidate ability to read and write all 25 phase 4 sounds -focus on need to pass phonics check (gained 31 marks in Y1 test)
	3x per week all term	4 PP pupils	Extra opportunities to read aim to enable the children with pupil premium funding to read daily and so boost reading progress
	2x per week	4 PP pupils	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 for 5 -10 minutes with TA	2 PP Pupils	1:1 work to develop confidence with numbers up to 100 the ability to apply these to class work and tests.
	5 mins daily	1PP pupil	To produce legible and consistent handwriting. To control a pencil comfortably. Focusing in class during handwriting and general writing in literacy – gentle reminders.
	As needed	3 PP Pupils	To enable all pupils to focus in class and have the resilience and self-esteem to participate fully in all aspects of school.
Class 3 Support during whole class sessions to maintain focus and engage with teaching/ pre-teaching and booster to	Daily on going	5 PP pupils	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.

enable all children to keep pace with whole class learning and be extended to achieve greater depth.			
Targeted guided reading comprehension	3x a week – 5-10mins	5 PP pupils	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
Extra 1:1 reading	2x per week 20mins	5 PP pupils	Extra opportunities to read aim to enable the children with pupil premium funding to read daily and so boost reading progress
Write away together 1:1 and small group support with writing	15-20 min sessions	5 PP pupils	1:1 sessions to support pupils to redraft and improve on a piece of their own writing. Small group work to look at pieces of writing and develop both vocabulary usage and grammar.
Class 4			
Support during whole class sessions to maintain focus and engage with teaching/ pre-teaching and booster to enable all children to keep pace with whole class learning and be extended to achieve greater depth.	Daily on going	5 PP pupils	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.
Y6 maths fluency (with class teacher)	2 sessions per week	2 PP pupils	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.
Y5 maths fluency			
Maths confidence booster Y6	1 session per week	3 PP pupils	For pupils to be able to gain at least a level 4b (St 4S) in the Y6 SATs summer 2016. To build problem solving resilience, verbal reasoning and number fluency and to use bar models to support understanding of concepts.
Maths confidence booster Y6	2 sessions per week	2 PP pupils	

Improving writing confidence – write away together <

<p>Allyance counselling</p> <p>access to cluster play therapy service</p>	All year	1 pupil	£1,390	<p>Early access counselling service to help support pupils through traumatic life events.</p> <p>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</p>
<p>Drama club</p> <p>Dance club</p>	All year after school	5 PP pupils	<p>Approx. £40 per pupil per term</p> <p>£600</p>	<p>Ensuring that all children have the chance to participate in the wider opportunities that are offered by the school</p> <p>Aim of developing oracy skills and self confidence</p>
Sports clubs (football and multi –sports)	All year after school	6 PP pupils	<p>Approx. £40 per pupil per term</p> <p>£720</p>	<p>Ensuring that all children have the chance to participate in the wider opportunities that are offered by the school</p> <p>Develop teamwork skills,</p> <p>Self esteem</p>
<p>Teacher time to meet with children’s parents to complete and share a personal plan for each PP child to enable the parents to support their children at home with more confidence</p> <p>Time needed 1 hour per child per term</p>	Available for all PP children	All PP pupils termly meetings	<p>Release for class teachers – 20 minutes per pupil per term –</p> <p>Over the year- 15 hours of release time – approximate cost £700</p>	<p>Designed to help develop stronger home school links to promote achievement and aspiration. The two way exchange of information so that staff understand the pressures and difficulties children and their families are facing and parents can be supported to be able to help their children more effectively.</p>
Meeting the cost of top up swimming lessons	Swimming sessions	10 PP pupils	<p>£24 per pupil (£240)</p> <p>Plus £80 TA time</p>	<p>Supporting the cost of swimming booster lessons to enable all our children to meet the minimum requirements for swimming in the PE national curriculum</p>

Paying for school trips	Throughout the year	All PP pupils	Approx. £10 per pupil per trip/ event £500	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
Progress of pupil premium children to be explicitly included in staff performance management paperwork from summer 2016 (TAs) and autumn 2016 (teachers)	Throughout the year	All PP pupils	No cost	Raised staff awareness of pupils, their needs and their progress.
Barrington Book Shop set up as a way to enable all children to buy and own books that are a reasonable price – Barrington Book shop tokens used as rewards/ prizes to both motivate pupils and to enable children from less affluent backgrounds to choose and own books	Throughout the year	All PP pupils	£200 book tokens for PP children	Helping to encourage a love of reading and book ownership. The experience of choosing books along with their peers encourages children to discuss books they have read and listen to and make recommendations to their friends.
Direct support to parents of children who have pupil premium funding – this included 1:1 mentoring and parenting advice and the provision of resources to help parents with parenting at home (for example mediation CDs for children to help with bedtime and sleep difficulties, resources to support children who are anxious/ worry)	Throughout the year	All PP pupils	£500	Providing parenting support to parents of PP pupils when needed enables them to support their children so that the children come into school ready to fit and learn. This supports their progress in all areas of the curriculum.
Whole staff training to support pupil premium children; Stonewall Education Champion training – whole school training on homophobic language and writing of whole school script to ensure a consistent approach to the handling of homophobic language.	March	2 PP pupils	£200	Providing the training need to support children with all areas of need.

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