

Brinsworth Whitehill Primary

Pupil Premium Grant Expenditure April 2015 – September 2016

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (excluding Nursery pupils)	252
Total number of pupils eligible for PPG	50
Amount of PPG received per pupil	1320
Total Amount of PPG received	£66,000
Total Spent for financial year	£83,241

Background and Context of PPG

PPG was introduced for pupils eligible for free school meals (FSM) at any point over the last six years with the intention of closing the attainment gap between disadvantaged and non-disadvantaged children. This is at a rate of £1,320 per child.

There are no guidelines on how this money can be spent, although performance tables will contain information about the impact schools have made on closing the gap between different groups.

Schools must evidence strategies in place to raise the attainment of FSM pupils and what the associated costs are with perhaps specific pupil case studies of the pupil premium money has been used alongside attainment and progress figures for this group of children.

From 2012 we are *required* to publish details of our PPG on our Website, which must include;

- The amount of school's allocation
- Details of how it is intended to be spent
- Details of how the previous year's allocation was spent
- The effect of the expenditure on the attainment of the pupils the grant was intended for

This should be an *overall* breakdown of funding and how effective it has proved

Rationale

Brinsworth Whitehill is committed to enabling all pupils to achieve to the best of their abilities. The children in receipt of Pupil Premium funding at Whitehill are from a range of backgrounds, ethnicities and ability groupings.

We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals. The available evidence suggests that the amounts of parental investment in the early years is the important resource and this is not always

closely linked to family income or parental education. Impoverishment is not so much about the lack of money as it is about the lack of cognitive and noncognitive stimulation given to young children. We therefore reserve the right to allocate Pupil Premium funding to support any child the school has identified as being socially disadvantaged and at risk.

Our allocation of funding is based on a large body of research in social science, psychology and neuroscience including the Educational Endowment Foundation (EEF).

We intend to invest in the developmental growth of at risk children through main programs of development.

1. The creation of stimulating environments and provision in Foundation stage and Key stage 1 in order to develop cognitive and non-cognitive socio-emotional character skills necessary for success and to reduce the deficit of impoverishment.

- Rationale: Research shows that high-quality early years provision, with a strong educational focus and activities which support early reading and number concepts, is beneficial for disadvantaged pupils. The better the seed is planted and watered, the faster and stronger it grows. Early acquisition of skills makes later acquisition easier - skill begets skill; learning begets learning. There is substantial evidence of critical or sensitive periods in the lives of young children. Environments that do not stimulate the young and fail to cultivate both cognitive and noncognitive skills (socioemotional skills, physical and mental health, perseverance, attention, motivation, and self-confidence) place children at an early disadvantage. Once a child falls behind, without support, he or she is likely to remain behind. Life cycle skill formation is dynamic in nature. If a child is not motivated to learn and engage early on in life, the more likely it is that when the child becomes an adult, he or she will struggle in social and economic life.

2. The enhancing of early reading acquisition skills and phonics and the continuation of a high focus on reading for life as children move through school, set within a broad and rich language curriculum that takes full account of developing the four interdependent strands of language: speaking, listening, reading and writing and enlarging children's stock of words. The development of communication and language approaches, which emphasise the importance of spoken language, extended vocabulary and verbal interaction.

- Rationale: The long term impact of early support in children's reading is also well documented. Early reading is a documented precursor of 'school readiness'. EEF evidence suggests that phonics can be an important component in supporting the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Children's language development benefits from approaches that explicitly support talking, verbal expression, modelling language and reasoning. Communication and language approaches include reading aloud and discussing knowledge rich books with young children, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. Approaches usually involve an early years professional, nursery teacher, teacher or teaching assistant, who has been trained, working with a small group of children or individually to develop spoken language skills. Language development approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their reading skills. On average, children who are involved in communication and language

approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds (up to six months' additional progress). Some types of communication and language approaches appear, on average, to be more effective than others but there are indications that practitioners should take a range of different approaches to developing communication and language skills, as it is unlikely that one approach alone is enough to secure progress.

3. Systematic focus on clear pupil feedback and advice for improving their work.

- Rationale: Research suggests that feedback for children and teachers on children's performance relative to learning goals can be very effective in raising attainment if it is about challenging tasks or goals, focuses more on what is right than what is wrong, and encourages the child rather than threatens their self-esteem.

4. The use of digital technologies to support children's development and learning. This includes approaches where children use technology independently, either as part of their planned experiences or as part of teaching activities such as instructional games; digital cameras, film making technology and access to research materials

- Rationale: Studies investigating the use of digital technology find that it is associated with learning gains, on average an additional four months' progress over the course of a year. Evidence suggests that technology should be used to supplement, rather than replace, other teaching activities and interactions. Introducing new technology on its own is unlikely to have an impact; it must be accompanied by a change in pedagogy to improve learning; but different technology has the potential to enable changes in teaching and learning interactions, such as by providing more effective feedback for example, or enabling more helpful representations to be used or simply by motivating students to practise more. A number of structured programmes and instructional games for children that aim to supplement the teaching of literacy or mathematics skills have been evaluated and have shown positive impacts on learning and small group learning or collaborative use of technology has shown to be more effective than individualised learning.

5. Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.

- Rationale: Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion. The potential impact of these approaches is very high, but can be difficult to achieve as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. There is no simple method or trick for this. It is possible to support pupils' work too much, so that they do not learn to monitor and manage their own learning but come to rely on the prompts and support from the teacher. "Scaffolding" provides a useful metaphor: a teacher would provide support when first introducing a pupil to a concept, then reduce the support to ensure that the pupil continues to manage their learning autonomously.

6. Remediation

- Rationale: We acknowledge that not all children in school have been part of these programs of development and as such we have also established remediation to support those children who have yet to see the deficit disappear.

7. Parental engagement

- Rationale: Parental engagement is consistently associated with success at school. This includes programmes focused on parents and their skills (such as improving literacy or IT skills), general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis. Parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance.

Success Criteria

• **Achievement Targets met**

- Pupils make rapid and sustained progress throughout all year groups (including EYFS) in reading, writing and mathematics. (EYFS prime and literacy and maths areas)
- Achievement of groups of learners who pupil premium provides support is rising in line with other pupils in the school. (appendix 1)
- Attainment in reading is improving at a faster rate than national. (appendix 1)
- Targets set for PP pupils in all key stages demonstrate increased challenge towards meeting national expectations. (appendix 1)
- Where children's starting points are below those of other children of their age, assessment shows they are improving consistently over a sustained period and the gap is closing.
- Children are interested and keen learners who display the characteristics of effective learning.
- The majority of children are generally working comfortably within the typical range of development expected for their age, taking account of any whose starting points are higher or any special educational needs and/or disabilities.
- Children's progress in the prime areas of learning ensures that almost without exception they have the key skills needed for the next steps in their learning, including school where appropriate.
- Pupils are interested and engaged.
- Teachers assess learning confidently, regularly and accurately at all key stages including EYFS.
- Pupils know what to do to improve.
- Appropriately targeted support and intervention are matched well to pupils' individual needs (including more able pupils)
- Key leaders consistently communicate high expectations and ambition. The culture of the school is characterised by high expectations and aspirations for all pupils.
- Evaluation by all leaders is thorough and accurate and the schools actions are carefully planned and effective.
- Teachers have high expectations. They plan and teach lessons which deepen pupils' knowledge. Teachers share accountability for pupil progress.
- Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and improve learning.
- The school's curriculum encourages a thirst for knowledge and understanding and a love of learning. It covers a range of subjects and provides opportunities for academic, technical and sporting excellence. It contributes well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development. It promotes good behaviour and a good understanding of safety matters.

- Pupils understand the importance of good attitudes and behaviour in school life, adult life and work.
- The school's actions have secured improvement in achievement which is rising, including in English and mathematics.
- The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.

PPG Project Spending

1. The creation of stimulating environments and provision in Foundation stage and Key stage 1 in order to develop cognitive and non-cognitive socio-emotional character skills necessary for success and to reduce the deficit of impoverishment.

Objective	Project	Time	Cost	Milestones	Status
To close the gap for Foundation stage children and National at higher levels DEP Priority 1.4, 4.1	Increase of foundation stage teaching areas and resources to enable small group provision and dedicated space	Sept 2015 to July 2016	£19,250	Gap closed for PP pupils	Completed
To ensure the foundation stage meets the needs of all pupils by ensuring that children are supported in the acquisition of communication and language skills and in their physical, personal, social and emotional development DEP Priority 1.4, 4.1	Modelling of teacher use of language with playing alongside children for new staff Peer coaching programme – focus on characteristics of learning Implementation of 'I can early talk' programme for targeted children Enhancements for targeted children planned for each week in FS1	Sept 2015 to July 2016	£300 5@£55 £275	Observations show development of communication and language skills and physical, personal, social and emotional development Impact of 'I can early talk' identified in profiles Gap closed for PP pupils	Completed
To increase the speaking and listening skills DEP Priority 1.4, 3.3	Develop vehicles for learning through KS1 to provide opportunities to encourage talk. Staff to model ways of talking and interacting in these areas, introducing the language to be used. Lola the listening lion introduced Letter and sounds training for new staff	Sept 2015 to July 2016 July 2015	 £37	Curriculum is rich with visits and experiential learning to promote talk. Boys initiated topics explored. Principles of talk for writing used Gap closed for PP pupils	Completed

Evaluation

Success

Resources purchased and staff received training in Talk Boost and I Can Early talk. Impact seen in lessons and throughout unit. Increase of 21% in FS2 entry and exit data

for C+L. Increase in exit data 71% at GLD which is above national

Barriers

Not all families apply for PP. Lots of families just above cut off. Vocabulary poor for many children on arrival. Settled cohort disturbed by arrival of two non-English speaking families. % of children arrived in F2 with no educational setting experience here or elsewhere still too high.

Next Steps

Now self-serve established indoor, it will be established in outside provision. Development of maths throughout the unit is next.

2. The enhancing of early reading acquisition skills and phonics and the continuation of a high focus on reading for life as children move through school set, within a broad and rich language curriculum that takes full account of developing the four interdependent strands of language: speaking, listening, reading and writing and enlarging children’s stock of words. The development of communication and language approaches, which emphasise the importance of spoken language, extended vocabulary and verbal interaction.

Objective	Project	Time	Cost	Milestones	Status
To increase early reading acquisition skills to accelerate progress and develop spoken language To develop higher level comprehension skills Priority 1.2, 1.4, 3.5	Vulnerable learners to be highlighted/monitored and boosted. Small group intervention for phonics development in KS1 – release time for staff.	Sept 2015 to May 2016	£18,386	Number of children increased from WT to WA in line with targets	Completed
	TLR for development of CLL and early reading through school to lead project plan for phonics and CLL. Phonic levels to be tracked from F1 through to year 2.	September 2015 - ongoing	£4,311	Phonics screen scores improved at faster rate than national. More children leave KS1 at age appropriate reading level and higher.	Completed
	External consultant support – release time for staff		£600	More children leave KS2 at age appropriate reading level and higher.	Completed
	Purchase of reading materials to supplement comprehension and phonics development		£3,700	Progress of vulnerable readers in KS2 increases and closes the gap to National	
	Purchase of books for KS2 including knowledge and language rich texts		£4,000	Gap closed with national	
	Stay and read sessions introduced in KS1				
	Reading for pleasure projects introduced				

for KS1 and 2.

Evaluation

Success

Although phonics results saw a dip in 2016, targeted phonics provision had impact on children identified as vulnerable and 54% of children at high risk did pass the screen. Retakes at Y2 were 100% pass rate. KS1 higher standard results 22.5 GDS in reading above LA and broadly in line with National GDS. KS2 % of children at expected standard in Reading 76% was above National 66%. Progress in reading of PP Y6 children was 0.4 meaning that these children did better than children nationally from similar starting points. Four of these children were identified as SEN, of the remaining children their progress measure was 2.6 again better than national counterpoints.

Barriers

Children enter school with poor vocabulary skills. Library area poor.

Next Steps

Vulnerable children will continue to be a focus in next academic year and further resources will be put into establishing lending library materials for KS1 and KS2 and increasing access for pupils to high quality reading materials and phonics materials. Foyles library bid.

3. Systematic focus on clear pupil feedback and advice for improving their work.

Objective	Project	Time	Cost	Milestones	Status
To raise standards through the effective use of feedback for learning DEP Priority 1.4, 3.2	Implement policy Staff CPD Purchase Next steps stamps and label printer Reflection and correction time Work scrutiny – release time for staff	Sept 2015 - Ongoing	£0 £0 £35 £315 £0 £1,000	Introduction of Next Steps Development of marking and feedback policy shared with all staff Children can talk about their learning and next steps.	completed

Evaluation

Success

Work scrutiny by governors and middle leaders shows that next steps are becoming established throughout school. New staff in Sept 2016 means this still needs focus. Use of next steps is having impact on progress across time in books. Children clear about how to improve their work.

Barriers

New staff in Sept 2016 means this still needs focus.

Next Steps

Focus on marking and feedback of foundation subjects

4. The use of digital technologies to support children’s development and learning. This includes approaches where children use technology independently, either as part of their planned experiences or as part of teaching activities such as instructional games; digital cameras, film making technology and access to research materials

Objective	Project	Time	Cost	Milestones	Status
To ensure pupils have access to	Purchase of more iPads to allow all	Sept 2015 -	£6,000	New ipads bought	Completed

technology to support, supplement teaching activities and interactions To develop use of technology to engage pupils and support learning	classes access. iPad club to allow children to access digital technologies out of school hours Removal of defunct ICT suite and integration of digital technology into classroom environments	Ongoing		Computers moved After school clubs for Fs to KS2 established	
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Evaluation

Success

All key stages have iPad resources. Desktop computers upgraded and integrated into classroom. After school use established but comments from pupils and parents suggest that homework club with further access would be beneficial.

Barriers

After school use established but comments from pupils and parents suggest that homework club with further access would be beneficial.

Next Steps

Set up homework club providing resources and teacher support

5. Meta-cognition and self-regulation approaches (sometimes known as ‘learning to learn’ approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one’s own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities

Objective	Project	Time	Cost	Milestones	Status
To ensure development of pupils understanding of application of learning characteristics and language for learning. DEP Priority 1.4, 3.3	Staff CPD on identified areas for need. Visits to best practice school – release time for staff		£500	All staff trained on use of	Not completed
	Staff CPD on learning characteristics		£350		
	Development and action research on meta cognition and self-regulation process. Further exploration of Solo Taxonomy. Link to language for learning				

Evaluation

Initial training took place. Training then put on hold due to change in priorities.

6. Remediation

Objective	Project	Time	Cost	Milestones	Status
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SLT to make regular use of data to identify all children who are at risk of underachievement and specifically focus on the progress of pupils entitled to Pupil Premium DEP Priority 1.4	SLT data analysis ensures information collected is accurate and consistent across the whole school	Termly	£0	All staff aware of children entitled to pupil premium Children tracked as vulnerable group	
To ensure Pupil Premium funding is targeted at effective actions to meet the needs of the 2015-2016 Pupil Premium cohort. DEP Priority 1.4	SLT to identify needs of Pupil Premium cohort. Quality assurance of the delivery of actions to ensure perceived impact matches up to quantifiable measures.	Termly	£0	Pupil premium needs analysis completed	
To raise standards in numeracy and literacy and close the gap to National for Y6 children DEP Priority 1.1, 1.4	Booster lessons for Y6 pupils in numeracy Aut 2015 Spr 2016	Aut 2015 – March 2016	£300	PP children close the gap between school and national	
To provide time limited evidence based interventions to support children overcome individual barriers to learning DEP Priority 1.4	Additional TA support for interventions FFT training Talk boost training	Sept 2015 – July 2016	£6,673	To provide specific interventions to support children overcome individual barriers to learning To enable children to achieve their best. TA to target groups with specific needs eg speech and motor skill	
Support children overcome barriers to learning and support teaching to accelerate progress each term. To identify pupils who are falling behind and initiate support strategies to accelerate progress and close the gap DEP Priority 1.4	Employment of L3 TAs Fund training and TA time and resources for specific interventions and pre teaching to ensure children engage more successfully with whole class teaching	Sept 2015 – ongoing	£4,946	APS increase Differentiation in lessons is appropriate Children display positive attitudes to learning in class Children apply their learning skills in their work	
Evaluation					
Success					
Booster classes and targeted support effective for pupil progress. See data. Use of in school staff for cover and support shown reduction in behavioural issues and					

effective support given. Programmes with entrance and exit data used as interventions – show progress.

Barriers

Funding for TAs – some needed to be one to ones within the year.

Next Steps

Pupil premium tracking adapted for SLT

7. Parental Engagement

<p>Increase engagement of parents in their children’s education by improving attendance at school related events and by increasing information on curriculum and academic learning provided for parents DEP Priority 1.4, 3.4, 4.3</p>	<p>Increase attendance through non-threatening events and activities such as festivals and celebration assemblies</p> <p>Parental questionnaires given and response feedback</p> <p>Text message service utilised to give parents information about events and letters home</p> <p>Website updated with letters for parents</p> <p>Invite parents to curriculum workshops – release time for staff</p> <p>Parent Charter champion identified and teacher identified as family learning coordinator</p> <p>Share targets with parents of academic and curriculum on 1-1 with teacher.</p> <p>Parental workshops on arithmetic and phonics held for all parents</p>	<p>Sept 2014 - Ongoing</p>	<p>£0</p> <p>£0</p> <p>£583</p> <p>£0</p> <p>£1,562 £370</p>	<p>Highly successful strategies are employed to engage parents and carers and provide them with information about how to support their child to improve</p>	
<p>To ensure the foundation stage meets the needs of all pupils by ensuring that the key person system supports engagement with all parents, including those who may be</p>	<p>Introduction of home visits for new starters</p> <p>Introduction of visits to previous settings for new starters</p>	<p>Sept 2015</p>	<p>£0</p>	<p>Key worker system established</p> <p>Home visits completed</p> <p>Consultation day used to support</p>	

more reluctant to contribute and that parents contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress DEP Priority 1.4,	Release time for staff			baseline assessments	
<p>Evaluation</p> <p>Success Parent charter report had many positives. Areas for development had already been developed by time report was published. Parents sessions held by KS/LM</p> <p>Barriers Report was only published by Rotherham Charter at end of year and hold up meant some impetus was lost.</p> <p>Next Steps Re-invigorate program. Set up charter champions. 2 people volunteered so far.</p>					
Additional Activities: these activities are also taking place in school with funding for pupil premium children to access.					
1-1 support for statemented children to enable them to access classroom provision DEP Priority 1.4,	Statemented children	Sept 2015 – July 2016	£4,806	Children are tracked to make progress	
To ensure all children are provided with a wide range of experiences and activities to enhance the curriculum DEP Priority 1.4,	<p>Provide places for children on day visits to ensure the best possible learning opportunity for our pupils March-July 2016</p> <p>To subsidise costs for pupil visits April 2015 – March 2016</p> <p>Pantomime After School Clubs Holiday clubs</p>	Ongoing	£4,142	<p>All children attend day visits</p> <p>Children's learning is supported through relevant experiences through topic/curriculum work</p> <p>Curriculum is rich with visits and experiential learning to promote talk. Boys initiated topics explored. Principles of talk for writing used</p>	
To reduce pressure of cost of music lessons, and to ensure children experience a skill they might not otherwise have the opportunity to do	Enabling all children to access enrichment opportunities – music	Ongoing	Brass for 2 terms £800	PP children are able to access a wider school provision eg learning to play a musical instrument	

SO					
DEP Priority 1.4					

Total Expenditure: £83,241

EYFS Attainment 2015 -2016							
GLD 2016 71%	Below 40-60 on entry (below AR)	40-60 Beg or Dev (in line) on entry	Expected or exceeding on EXIT 2016				
PSED	65%	32% + 3% = 35%	89%				
Physical	70%	38% + 3% = 41%	80%				
C & L	59%	29% + 3% = 32%	80%				
Literacy	71%	26% + 3% = 29%	71%				
Maths	50%	44% + 6% = 50%	83%				
Y1 Phonics 2014-2015 (national)		80% (77%)		Y1 Phonics 2015-2016 (national)		64% (80.6%)	
Y2 Phonics (retakes) 2014-2015 (n)		100% (90%)		Y2 Phonics (retakes) 2014-2015 (n)		100%	
Y2 Attendance 2014-2015		95.1	Y2 PA 15	9%	Y2 Attendance 2015-2016		95.6
			Y2 PA 16	5%			
Year 2 Outcomes 2015				Year 2 Outcomes 2016			
Reading	L2B+	84 (82)	Reading		At expected standard or above	73 (74.1)	
	L3+	28 (32)					
Writing	L2B+	86 (72)	Writing		At expected standard or above	70 (65.5)	
	L3+	14 (18)					
Maths	L2B+	74 (82)	Maths		At expected standard or above	75 (72.6)	
	L 3+	14 (26)					
Y6 Attendance 2014-2015		96.4	Y6 PA 15	2%	Y6 Attendance 2015-2016		97.2
			Y6 PA 16	0%			
Y6 Outcomes 2015				Y6 Outcomes 2016			
Reading (national)	% L4+	100 (89)	Reading (national)		At expected standard	76 (66)	
	% L4B+	95 (80)					
	% L5+	68 (48)			At higher standard	5 (19)	
Writing (national)	% L4+	88 (87)	Writing (national)		At expected standard	83 (74)	
	% L5+	45 (36)			At higher standard	14 (15)	
Maths (national)	% L4+	100 (87)	Maths (national)		At expected standard	81 (70)	
	% L4B+	85 (77)					
	% L5+	41 (41)			At higher standard	12 (17)	
SPAG (national)	% L4+	95 (80)	SPAG (national)		At expected standard	83 (72)	
	% L4B+	90 (73)					
	% L5+	60 (55)			At higher standard	35 (23)	
Combined R,W +M L4+		90 (80)	Combined R,W +M			67 (53)	
Combined R,W +M L5+		23 (24)	Progress Measures		Reading	2.2	
2 Levels Progress	Reading	97 (91)	Progress Measures		Writing	3.2	
2 Levels Progress	Writing	97 (94)	Progress Measures		Maths	2.3	
2 Levels Progress	Maths	100 (90)	Average Scaled Score Reading			103	
			Average Scaled Score Maths			104	
			Average Scaled Score SPAG			107	