

Brinsworth Whitehill Primary

Pupil Premium Grant Expenditure Sept 2016 – September 2017

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (excluding Nursery pupils)	295
Total number of pupils eligible for PPG	50
Amount of PPG received per pupil	£1,320
Total Amount of PPG received	£66,000
Total Spent for financial year	£97,960

PPG Project Spending					
1. Smaller class sizes					
Rationale: Students will make the best progress if teaching is targeted at a level that stretches and challenges each individual student. The school makes substantial investment in additional classes in year 5 and 6 to reduce the number of students in a class and facilitates more targeted support for students who need it. Research shows that when class numbers are reduced and subsequently teaching approaches adapt, impact is seen in attainment.					
Objective	Project	Time	Cost	Milestones	Status
To reducer number of pupils in class to allow for greater teacher / pupil ratio Priority	Smaller class sizes in year 5 and year 6.	Sept 16 – Sept 17	£30,800	Improved performance PP children close the gap between school and national	
STAFF LEAD AML					
2. The enhancing of early reading acquisition skills and phonics and the continuation of a high focus on reading for life					
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.

Objective	Project	Time	Cost	Milestones	Status
<p>To increase early reading acquisition skills to accelerate progress and develop spoken language</p> <p>To develop higher level comprehension skills</p> <p>To increase opportunity to read wide range of books and reading for pleasure</p> <p>Priority 1.2, 1.4, 3.5</p> <p>STAFF LEAD - CO</p>	<p>Vulnerable learners to be highlighted/monitored and boosted.</p> <p>Small group intervention for phonics development in KS1 – release time for staff.</p> <p>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.</p> <p>Purchase of reading materials to supplement comprehension and phonics development</p> <p>Purchase of books for KS2 including knowledge and language rich texts</p> <p>Stay and read sessions introduced in KS1. Phonics packs</p>	September 2016 –Sept 2017	£18,386	<p>Number of children increased from WT to WA in line with targets</p> <p>Phonics screen scores improved at faster rate than national.</p> <p>More children leave KS1 at age appropriate reading level and higher.</p> <p>More children leave KS2 at age appropriate reading level and higher.</p> <p>Progress of vulnerable readers in KS2 increases and closes the gap to National</p> <p>Gap closed with national</p>	Completed

	<p>to go home in EYFS. Reading for pleasure projects introduced for KS1 and 2.</p> <p>Foyles library bid to create KS1 and KS2 library</p> <p>School library service bronze model.</p> <p>Phonics Bug membership</p>				
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3. Extended Schools Provision

Rationale: EFF - After school programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment. Improved outcomes have been identified in English, mathematics and science learning. **The impact of this support contributes to pupils' improved confidence and social integration, and further enhances pupils' progress.** CPAG reports, children and schools like extended services: Eighty six per cent of headteachers said the services had improved children's access to sport and cultural activities, 77% said their services supported parents, 70% that they engaged parents with the school and their child's education. Although participation in sports may not directly transfer to academic attainment, the effects on motivation, self esteem and attendance have been documented.

Objective	Project	Time	Cost	Milestones	Status
<p>Ensuring all children have access to a range of activities beyond the school day to meet the learning, development and physical needs of children, their families and wider community, providing stability and helping to improve learning and life chances.</p> <p>Priority</p> <p>STAFF LEAD – RMC</p>	<p>Variety of after school provision till 4.15- priority places given to PP children.</p> <p>Family learning sessions – release time for 2 staff</p> <p>Breakfast club provision –</p>	<p>September 2016 – September 2017</p> <p>Every day all year</p>	<p>£20,000</p> <p>£90 every half term £540 total</p> <p>£6,674</p>	<p>Ensuring all PP children have access to a range of after school provision delivered by teachers.</p> <p>Family learning sessions are available and accessible for all families.</p> <p>Breakfast club is well attended by PP children. These children have priority places. Therefore, children</p>	

	<p>priority places given to PP children</p> <p>Homework club with access to highly qualified staff and provision of resources and IT access.</p> <p>John Bell – Summer and Easter schools. Free to PP children.</p> <p>Sports participation – participation in school games sports festival timetable</p>	<p>Once a week all year</p> <p>All year round</p>	<p>£1350</p> <p>£6000</p>	<p>are ‘ready for learning’ at the start of the day.</p> <p>Increasing numbers of PP children to attend homework club and therefore do their homework – raising levels of progress and attainment.</p> <p>Summer and Easter clubs are subsidised for PP children.</p> <p>Children who are talented at sports can participate freely in the school sports festivals both in and out of school.</p>	
<p>To raise standards in numeracy and literacy and close the gap to National for Y6 children DEP Priority 1.1, 1.4</p> <p>STAFF LEAD – HR</p>	<p>Booster lessons for Y6 pupils in numeracy TK/HR to deliver 3x6 week blocks AL/RM to deliver 1x6week block Total of 8x6week blocks</p>	<p>6 Week programme blocks</p>		<p>PP children close the gap between school and national</p>	

4. Remediation

Rationale: We acknowledge that not all children in school have been part of programs of development and as such we have also established remediation to support those children who have yet to see the deficit disappear. DFE research report 2015 In order to make further progress, the research indicates that schools need to support pupils’ social and emotional needs and address individual pupils’ learning needs and improve engagement with families. Abbott et al. (2013) found that more successful headteachers placed a strong emphasis on identifying individual pupils’ needs for targeted interventions and mentoring and tutoring were identified as the key strategies.

Objective	Project	Time	Cost	Milestones	Status
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 Priority 1.4 STAFF LEAD - AML	SLT data analysis ensures information collected is accurate and consistent across the whole school	Termly	Cover supervisor	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 2016-2017 Pupil Premium cohort. Priority 1.4 STAFF LEAD – AML	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	Cover supervisor	Pupil premium needs analysis completed	
To provide time limited evidence based interventions to support children overcome individual barriers to learning Priority 1.4 STAFF LEAD - HR	Additional TA support for interventions FFT training Talk boost training	½ Termly	£15 x 6 weeks x 49 children Total £4410	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	
To provide access to a learning mentor for those children identified as requiring emotional, social support Priority STAFF LEAD - HR	Learning mentor support programme	Sept 16 – Sept 2017		To provide specific learning mentor initiatives to support children overcome individual barriers to learning To enable children to achieve their best. LM to target groups with specific needs	
5. 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.					
Objective	Project	Time	Cost	Milestones	Status
To raise standards through the effective use of feedback for learning DEP Priority 1.4, 3.2 STAFF LEAD HR	Staff CPD Purchase Next steps stamps and label printer Reflection and correction time Work scrutiny – release time for staff	Sept 2015 - Ongoing	£0 £35 £315 £0 Total £1,000	Embedding of Next Steps Development of marking and feedback policy shared with all staff Children can talk about their learning and next steps.	
6. Attendance					
Rationale: Wider research has looked at the characteristics of schools that influence pupil performance. Attendance at school is related to performance, with higher attendance rates associated with higher attainment (Taylor, 2012). School is currently supporting a small number of disadvantaged pupils who have poor attendance.					
Objective	Project	Time	Cost	Milestones	Status
Staff lead to make regular use of data to identify all children who are at risk of poor attendance and specifically focus on the attendance of pupils entitled to Pupil Premium STAFF LEAD - KL	Developing a fully integrated service to better support and protect children through SIMS. Data is further analysed in line with particular categories of absence holidays in term time unauthorised absence others identified where this contributes significantly to absence.	Sept 2016 - ongoing		Data requirements identified and data to be collected in respect of: <ul style="list-style-type: none"> • Year group • Gender • Individual level • Vulnerable groups <ul style="list-style-type: none"> - LAC - PP - SEN 	
7.Subsidies					
Rationale: We acknowledge that not all children, have equality of access to school provision as such we retain a small budget to help offset and cover the costs of activities for disadvantaged and vulnerable pupils.					
Objective	Project	Time	Cost	Milestones	Status

<p>To provide financial assistance where money may be a barrier to access.</p> <p>Priority STAFF LEAD - KL</p>	<p>Subsidy fund for residential trips</p> <p>Subsidy fund for school visits</p> <p>Subsidy fund for uniform and equipment</p> <p>Subsidy fund for breakfast club</p> <p>Subsidy fund for additional pm sessions for F1 children.</p>	<p>Sept 2016-ongoing</p>	<p>50% of costs £500</p> <p>£200</p> <p>£50</p> <p>@£3.50 per session</p> <p>@ £11.50 per session</p>	<p>Providing better, more inclusive and cost effective provision. Resources are for children and their families to support early intervention and improve their educational and personal welfare barriers.</p>	
<p>8. Learning Mentor Support</p>					
<p>Objective</p>	<p>Project</p>	<p>Time</p>	<p>Cost</p>	<p>Milestones</p>	<p>Status</p>
<p>To ensure emotional and social needs do not create barrier to learning.</p> <p>STAFF LEAD HR</p>	<p>Learning mentor caseload</p> <p>Setting up of nature room</p>	<p>1 day a week.</p>	<p>£5010</p> <p>£2500</p>	<p>Children to attend learning mentor workshops or 1-1 sessions as intervention demands.</p> <p>Nature room completed with stimulating environment to cater for needs of small groups and 1-1 space.</p>	
<p>9. Support for CLA Rationale: We acknowledge</p>					
<p>Objective</p>	<p>Project</p>	<p>Time</p>	<p>Cost</p>	<p>Milestones</p>	<p>Status</p>
<p>To ensure equality of access and support for CLA. Priority</p> <p>STAFF LEAD RMC</p>	<p>Attending PEP meetings for each pupil</p> <p>Maintaining EPEP for each pupil</p>	<p>Half a day each half term</p>	<p>£540 per year</p>	<p>To attend all PEP meetings.</p> <p>To update EPEP for each pupil termly (half termly where necessary)</p>	

	<p>Attendance at 6 monthly reviews for each pupil</p> <p>Contact and liaison with external agencies.</p> <p>Learning mentor provision for support work for each child</p>			<p>To attend reviews and meetings with external agencies.</p> <p>To provide specific learning mentor initiatives to support children overcome individual barriers to learning</p> <p>To enable children to achieve their best. LM to target groups with specific needs</p>	
Total Expenditure: £97,960					