

Brinsworth Whitehill Primary

Pupil Premium Grant Expenditure - April 2014 to August 2014 & September 2014 to March 2015

Part One – April 2014 to August 2014

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (excluding Nursery pupils)	282 (January 2014 Census)
Total number of pupils eligible for PPG	54 (January 2014 Census)
Amount of PPG received per pupil	£1300
Total Amount of PPG received	£70,200
Sub Total Spent up to August 2014	£42,546
Sub Total Spent up to March 2015	£76,581
Total Spent for financial year	£119,127

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 £1,300 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 of PPG

Brinsworth Whitehill is committed to enabling all pupils to achieve to the best of their abilities. We intend to invest our pupil premium grant in better learning and will, therefore, allocate money to raise the *aspirations* and to maximise the *achievement* of our children from more disadvantaged backgrounds. However, we also 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. We reserve the right to allocate Pupil Premium funding to support any child the school has identified as being socially disadvantaged.

The children in receipt of Pupil Premium funding at Whitehill are from a range of backgrounds, ethnicities and ability groupings.

Success Criteria

- **Achievement Targets met (see appendix 1) (1A)**

- 1A Pupils make rapid and sustained progress throughout all year groups (including EYFS) in reading, writing and mathematics. (EYFS prime and literacy and maths areas) (appendix 1)
- 1B Achievement of groups of learners (including boys, SEN, BME, those who pupil premium provides support and More able) is rising in line with other pupils in the school. (appendix 1)
- 1C Attainment in reading is improving at a faster rate than national. (appendix 1)
- 1D Targets set for pupils in all key stages demonstrate increased challenge towards meeting national expectations. (appendix 1)
- 2E Pupils are interested and engaged.
- 2F Teachers assess learning confidently, regularly and accurately at all key stages including EYFS.
- 2G Pupils know what to do to improve.
- 2H Appropriately targeted support and intervention are matched well to pupils' individual needs (including more able pupils)
- 4A Key leaders consistently communicate high expectations and ambition. The culture of the school is characterised by high expectations and aspirations for all pupils.
- 4B Evaluation by all leaders is thorough and accurate and the schools actions are carefully planned and effective. (SEF and DEP)
- 2C Teachers have high expectations. They plan and teach lessons which deepen pupils' knowledge. Teachers share accountability for pupil progress.
- 2D Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and improve learning.
- 2L 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.
- 3D Pupils understand the importance of good attitudes and behaviour in school life, adult life and work.
- 4F The school's actions have secured improvement in achievement which is rising, including in English and mathematics. (appendix 1)
- 4H The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.

2014 / 2015 PLAN – Project	Objective
Visits and Visitors to support learning	1, 5, 7, 12, 13
Booster lessons	1, 2, 6, 8, 11, 12, 14
Literacy consultant	1, 8, 10, 11, 12
One-to-one tuition focusing on numeracy	1, 3, 6, 8, 11
Enrichment opportunities	4, 6, 12, 13, 14
All class TA support	1, 3, 4, 5, 6, 10
Intervention TA support	3, 4, 6, 10, 11
Lunchtime Reading Club	1, 2, 6, 11
Statemented child(ren)	1, 2, 3, 4, 6, 7, 9, 10
Literacy purchases	6, 9, 14
Y6 SATs Reading Partners	1, 2, 6, 12
Purchase of resources	3, 4, 6, 7, 14
Appointment of support staff	1, 2, 3, 4, 8, 10, 11, 12,

PPG Project Spending					
Objective	Project	Time	Cost	Milestones	Status
To ensure all children are provided with a wide range of experiences and activities to enhance the curriculum	Provide places for children on day visits to ensure the best possible learning opportunity for our pupils March-July 2014 To subsidise costs for pupil visits Sept 2014 – July 2015 After school clubs – pictures/picnic in park/Thrybergh Sports	Ongoing	£1700 £1,760	All children attend day visits Children’s learning is supported through relevant experiences through topic/curriculum work Curriculum is rich with visits and experiential learning to promote talk. Boys initiated topics explored. Principles of talk for writing used	
To boost Y6 Level 5 and Level 6 children to make good/better progress than national expectations and PP children not on track to achieve 2 to 3 levels progress in reading and writing	Funding a school Literacy Consultant to raise standards in Level 5 and Level 6	until July 2014	£7,733	To boost Y6 Level 5 and Level 6 children to make good/better progress than national expectations and PP children not on track to achieve 2 to 3 levels progress in reading and writing	

1-1 Tuition for short intense regular sessions over a set period of time.	Providing targeted one-to-one tuition focusing on literacy/numeracy	until July 2014	£1600	To close the gap between school and National	
To reduce pressure of cost of music lessons, and to ensure children experience a skill they might not otherwise have the opportunity to do so	Enabling all children to access enrichment opportunities – music	Ongoing	Brass for 1 term £400	PP children are able to access a wider school provision eg learning to play a musical instrument	
Support children overcome barriers to learning and support teaching to accelerate progress and increase APS each team To identify pupils who are falling behind and initiate classroom strategies to accelerate progress and close the GAP DEP – improve quality of teaching and learning	Increase TA support March-July 2014	until July 2014	£14,700	APS increase Differentiation in lessons is appropriate Children display positive attitudes to learning in class Children apply their learning skills in their work	
Higher level 3 KS1 readers	TA support for lunchtime reading club	March –July 2014	£650	For children from targeted groups to improve on achievement from previous year	
15-1 support for statemented children to enable them to access classroom provision	Statemented children	Sept 2013 – July 2014	£5,885	Children are tracked to make progress	
Purchased individual books for children to keep and take home. To encourage children to read and have ownership of stories	Literacy	March 2014	£318 (including FS1 children)	Children having ownership of books and reading at home with family members	
An audit on Books in all key stages by external provider (GB) and purchase of books banded for reading	Purchase of Books for FS/KS1/KS2 An additional amount from September 2014	July 2014	£3,300 £4,000	Children to access reading schemes across school differentiated for age and topics	
To support EAL child	Employment of TA for 1:1 support for LAC I-pad purchase	July 2014 – ongoing	£0 £500	To support EAL child	
Sub Total Expenditure April 2014 to August 2014:			£42546		

2013/2014 EVALUATION

Attainment and Progress (2013/2014) for Pupil Premium Children

	Reading	Writing	Maths
Cohort 2014 in Y6	2.9	3.27	2.63
Cohort 2014 in Y5	3.3	1.4	2.3
Cohort 2014 in Y5	4.38	4.24	3.87
Cohort 2014 in Y5	4.75	4.5	3.5
Cohort 2014 in Y5	6.72	4.64	3.91
Cohort 2014 in Y5	8.67	7.67	8.5
Overall Progress in 2013-2014	4.9	3.98	3.82

Year 2013/14		
Item/project	Objective	Evaluation
To raise the attainment and progress of statement children	Through the use of specific intervention 1:1 support and small group support. (Children in KS1 to make at least 7 points progress and children in KS2 to make 3.5 points progress) over the year. Progress checks mid year and evaluation	Lesson observations show that these children are settled in school and are making good progress
To raise attainment and progress in Literacy and numeracy	From April to July the member a consultant worked with small groups throughout KS1 and KS2 with specific intervention programmes.	KS1 Phonics and statutory results and KS2 statutory results Y1 Phonics still needs intensive group work on targeted children
To raise the attainment and progress in phonics.	Intervention group to support lower attainers at risk of not achieving phase 5 in the phonic programme. Children in KS1 to make at least 6 points progress in reading. Progress checks mid year and evaluation.	Not all children reached phase 5, however, this group of children are continuing to receive phonics teaching and learning in conjunction with parents supporting this initiative in school.
To raise the attainment and progress in numeracy	15 min 1:1 tuition per day for specific children to raise numeracy levels	KS2 Y6 Statutory results
Booster supply consultant for Y6 children	From January to May intervention groups highlighted for Y6 children were taught to aid progression	KS2 Y6 Statutory results
SAT's partners for Y6 children	Before and during SATs week , children were individually partnered with adults to encourage and reassure them during tests Individual children were supported 1:1 with specific and individual programmes by teaching assistants each day	KS2 Y6 Statutory results
MUSIC	Y4's x 38 pupils over 2 academic terms Enrichment prospects for children to access music tuition through the wider opportunities provision This will continue when they are Y5	All Y4 children access a musical instrument to use in school and at home. A number of Y4 children have continued to have brass lessons in Y5 and further musical learning September 2014 continues with Y5 children to continue music lessons
Educational visits	To enable pupils to access visits transport costs for individual children	For all children to be included on visits and experience first hand experiences and wider opportunities of differing environments, history and topics
Literacy	Purchased individual reading books for pupils	Every child owns a personal reading book which they took home to encourage reading

Part Two – September 2014 to March 2015

Success Criteria

- **Achievement Targets met (see appendix 1) (1A)**
- Pupils make rapid and sustained progress throughout all year groups (including EYFS) in reading, writing and mathematics. (EYFS prime and literacy and maths areas) (appendix 1) 1A
- Achievement of groups of learners who pupil premium provides support is rising in line with other pupils in the school. (appendix 1) 1B
- Attainment in reading is improving at a faster rate than national. (appendix 1) 1C
- Targets set for PP pupils in all key stages demonstrate increased challenge towards meeting national expectations. (appendix 1) 1D
- 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. 1B 2B
- Children are interested and keen learners who display the characteristics of effective learning. 2A 2E
- 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. 1A 2C
- 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. 1A 2A 2D
- Pupils are interested and engaged. 2E
- Teachers assess learning confidently, regularly and accurately at all key stages including EYFS. 2F
- Pupils know what to do to improve. 2G
- Appropriately targeted support and intervention are matched well to pupils' individual needs (including more able pupils) 2H
- Key leaders consistently communicate high expectations and ambition. The culture of the school is characterised by high expectations and aspirations for all pupils.4A
- Evaluation by all leaders is thorough and accurate and the schools actions are carefully planned and effective. 4B
- Teachers have high expectations. They plan and teach lessons which deepen pupils' knowledge. Teachers share accountability for pupil progress. 2C
- Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and improve learning.2D
- 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.2L
- Pupils understand the importance of good attitudes and behaviour in school life, adult life and work. 3D
- The school's actions have secured improvement in achievement which is rising, including in English and mathematics. (appendix 1) 4F
- The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils. 4H

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 DEP 1A 2C 2E 2F 4F	Appointment of Nursery Nurse in addition to Foundation Stage Staff	(Sept 14-Mar 15)	£11,093	F1 exit data improves for all pupils	

<p>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 2.1)</p>	<p>Modelling of teacher use of language with playing alongside children as focus of visit to best practice school with SLE.</p> <p>Makaton Training</p>	<p>From July 2014</p> <p>October 2014</p>	<p>£200</p> <p>£240</p>	<p>Completed and feedback to staff</p> <p>Gap closed for PP pupils</p>	
<p>To ensure the foundation stage meets the needs of all pupils by ensuring there is a stimulating, well-resourced and welcoming environment, both in and outdoors, which supports children's all-round development and emotional well-being, and provides a range of experiences that develop children's independence and cooperation. (DEP priority 2.1)</p>	<p>Visits to Herringthorpe Infants and Halfway with SLT to look at use of resources including outdoor provision</p> <p>LW to model development of small world in unit and work with DW to share this practice with other practitioners (2.10.14)</p> <p>Displays on boards. Displays should make reference to learning and the curriculum.</p> <p>-Labelling and match backing of all resources.</p> <p>-Communicate in print signs and prompts in all areas and for general use.</p> <p>-Visual timetables for class and send children.</p> <p>-Areas fully resourced</p> <p>-Enhanced provision in place to consolidate and practice Literacy and Numeracy concepts for each week.</p>	<p>Sept 2014 to July 2015</p>	<p>£800</p> <p>Small World resources</p> <p>Outdoor resources and equipment</p> <p>Expenditure £6,782</p>	<p>All school non negotiables relating to enabling environment are in place. Visual timetables – class and individual –are in place and in use. All resources easily accessible to children, match backed and labelled with words and pictures. Clearly defined areas of learning are in place with continuous provision planning and communicate in print signs on display. Children access quality continuous and enhanced provision, independently, indoors. Outcomes for EYFS children are raised.</p> <p>Gap closed for PP pupils</p>	

	-Teachers to have 1 day out of class each to prepare indoor environment.				
To increase the speaking and listening skills 1A 1B 2G 2E 2D 3D	Develop vehicles for learning through KS1 and lower KS2 to provide opportunities to encourage talk. Staff to model ways of talking and interacting in these areas, introducing the language to be used. Small group interventions for targeted pupils focusing on language development such as Talk Boost put into place following staff CPD	Sept 2014 to July 2015	£552 Talk boost training cost - £250	Curriculum is rich with visits and experiential learning to promote talk. Boys initiated topics explored. Principles of talk for writing used Impact of talk boost identified. Gap closed for PP pupils	
To ensure the foundation stage meets the needs of all pupils by developing planning and assessment to be consistent, precise, and display an accurate understanding of all children's skills, abilities and progress. As a result of which, individual children or groups of children with identified needs are targeted, their progress rigorously monitored so that appropriate interventions are sought and gaps are closing. (DEP priority 2.4)	Work with SLE to support Introduction of checklist for incidental observations New snapshot format including C of E L. -Plan ,teach, assess cycle of learning followed in FS1 -Enhancements for targeted children planned for each week in FS1	Sept 2014 to July 2015	£900	Evidence is gathered and used to track progress of every child and group in attainment and progress, using target tracker. This is used to inform Pupil Progress meetings and intervention timetables. Outcomes are raised. All children's long observations are followed up. All evidence is coded to the curriculum using numbered development matters sheets. Gap closed for PP pupils	
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.					
Objective	Project	Time	Cost	Milestones	Status
To increase early reading acquisition skills to accelerate progress	Audit and evaluation of reading scheme and provision in FS and KS.	Sept 2014 to July	£900	Number of children increased from WT to WA in line with	

DEP 1A 1B 2E 1C	<p>Best practice visits for teaching staff</p> <p>Setting up of reading programme in school. External consultant support</p> <p>Purchase of reading materials to supplement scheme.</p> <p>Creation of FS/KS1 library books. Purchase of books for KS2</p> <p>Stay and read sessions introduced in KS1</p> <p>Boy relevant curriculum developed based on child initiated themes eg – space</p> <p>Encouraging writing in role play / small world through provision of writing material</p>	2015	<p>£220 RWI course</p> <p>£2,153 RWI books</p> <p>Books £4,690</p>	<p>targets</p> <p>More children leave KS1 at age appropriate reading level</p>	
<p>To raise the number of children who pass the phonics screen at year 1 to National standards at least. To raise the number of children who pass the retakes in Y2.</p> <p>DEP 1A</p>	<p>Phonic levels to be tracked from F1 through to year 2.</p> <p>Vulnerable learners to be highlighted/monitored and boosted.</p> <p>PP data to be analysed for progress and vulnerable children by DS</p>	Sept 2014 to July 2015	<p>£960</p> <p>External consultant £660</p>	<p>Phonics screen scores improved at faster rate than national.</p> <p>Target 70%</p> <p>Number of children increased from WT to WA in line with targets.</p> <p>Y2 retakes increase</p>	
<p>To support vulnerable readers in KS2 to accelerate progress</p> <p>DEP 1A 1B 2E 1C</p>	Purchase of Fast Lane reading scheme	Dec 2014	£810	Progress of vulnerable readers in KS2 increases and closes the gap to National	

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 1A 1B 2F 2D 2G	Create policy Staff CPD Purchase Next steps stamps and label printer Reflection and correction time TA to have CPD on AfL	Sept 2014 - Ongoing	£0 £0 £35 £315 £0 £0	Introduction of Next Steps Development of marking and feedback policy shared with all staff Children can talk about their learning and next steps.	
To increase the speaking and listening skills 1A 1B 2G 2E 2D 3D	Introduction of learning partners in all KS1 and KS2 classrooms to encourage talking to peers.	Sept 2014 - Ongoing	£0	Learning partners established and having impact on children's 'language for learning'.	
4. Remediation					
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 DEP 1A 1B 1D 4A 4F 2C	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 2014-2015 Pupil Premium cohort. DEP 1A 1B 2H 4B	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 1A 1B 4F 2C	Booster lessons for Y6 pupils in numeracy Aut 2014	Aut 2014 – March 2015	£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	Additional TA support for interventions FFT training	Sept 2014 – July 2015	£11,440	To provide specific interventions to support children overcome individual barriers to learning	Children with specific needs overcoming barriers for

DEP 1A 1B 1C 2H 4F	Talk boost training			To enable children to achieve their best. TA to target groups with specific needs eg speech and motor skill	learning
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 1A 1B 2H 2C 4F	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 2014 - ongoing	£8,479	APS increase Differentiation in lessons is appropriate Children display positive attitudes to learning in class Children apply their learning skills in their work	
5.Parental Engagement					
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 1A 1B 4H	Increase attendance through non threatening events and activities such as festivals and celebration assemblies Parental questionnaires given and response feedback Text message service utilised to give parents information about events and letters home Website updated with letters for parents Invite parents to curriculum workshops Share targets with parents of academic and curriculum on 1-1 with teacher. Share writing grid with parents. Parental workshops on mental arithmetic and phonics held for all parents	Sept 2014 - Ongoing	£0 £0 £750 £0 £0 £370		
To ensure the foundation stage meets	Parents informed of key worker for their	Sept 2014 -	£0	Key worker system established	

the needs of all pupils by ensuring that the key person system supports engagement with all parents, including those who may be 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 4.3)	child. Display to inform children and parents of key workers Open consultation day with new starter parents to support initial assessments. 9.10.14 Introduction of home visits for new starters in Summer term. Introduction of 'stay and play' sessions	ongoing		Consultation day used to support baseline assessments	
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	Statemented children	Sept 2013 – July 2014	£8,240	Children are tracked to make progress	
To ensure all children are provided with a wide range of experiences and activities to enhance the curriculum	Provide places for children on day visits to ensure the best possible learning opportunity for our pupils March-July 2014 To subsidise costs for pupil visits Sept 2014 – March 2015 Pantomime Egyptians After School Clubs	Ongoing	£4142	All children attend day visits Children's learning is supported through relevant experiences through topic/curriculum work Curriculum is rich with visits and experiential learning to promote talk. Boys initiated topics explored. Principles of talk for writing used	
To reduce pressure of cost of music	Enabling all children to access enrichment	Ongoing	Brass for 2	PP children are able to access a	

lessons, and to ensure children experience a skill they might not otherwise have the opportunity to do so	opportunities – music		terms £800	wider school provision eg learning to play a musical instrument	
To use digital technologies to support learning DEP 1A 1B 2E 2L	Purchase of iPads to allow children to access internet and digital technologies in school and at home	Dec 2014 – ongoing	£10500	All pupils have regular access to digital technologies to support homework	
Total Expenditure: £76581					