Brinsworth Whitehill Primary

Pupil Premium Grant Expenditure Sept 2017 – September 2018

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (excluding Nursery pupils)	289
Total number of pupils eligible for PPG	55
Amount of PPG received per pupil	£1320
Total Amount of PPG received	£72,600
Total Budgeted for financial year	£147,639
Total Spent for financial year	

PPG Project Spending					
1. Digital technology The use of digital technologies to support learning through programmes for students, where learners use technology in problem solving or more open-ended learning, and technology for teachers such as interactive whiteboards or learning platforms. Overall, studies consistently find that digital technology is associated with learning gains (on average an additional four months). Evidence suggests that technology should be used to supplement other teaching, rather than replace more traditional approaches. 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 or enabling more effective representations in homework. There is extensive evidence across age groups and for most areas of the curriculum which shows positive impact on learning. We believe effective use of technology is driven by learning and teaching goals rather than a specific technology: technology is not an end in itself.					
Objective	Project	Time	Cost	Success criteria	Status
To improve outcomes for disadvantaged pupils through increasing the access to the use of digital technology and additional software and hardware. **STAFF LEAD AML**	Purchase of laptops and additional Ipads for use by pp children including insurance Purchase of additional software to supplement teaching and allow for additional practice of skills for homework.	Autumn 2017	£7,631	Improved performance PP children close the gap between school and national	
2. 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 investment in year 5 and 6 to reduce the number of students in a class and facilitates straight year group teaching and 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	Success criteria	Status
To improve outcomes for disadvantaged children through targeted curriculum support. **STAFF LEAD HR**	Additional staff member in Y5/ 6 in am to allow for straight year groups for literacy and maths boosters	Sept 17 – Sept 18	£2,000	Improved performance PP children close the gap between school and national	

3. 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 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. Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves. 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
To increase early reading acquisition skills to accelerate progress and develop spoken language To develop higher level comprehension skills To increase opportunity to read wide range of books and reading for pleasure To increase opportunity for reading of a wider range of non fiction books and opportunity to discuss these. Priority 1.2, 1.4, 3.5 **STAFF LEAD - CO**	Vulnerable learners to be highlighted/monitored and boosted. Personalised learning programmes Small group intervention for phonics development in KS1 – release time for staff. 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. Purchase of reading materials to supplement comprehension and phonics development Purchase of books for KS2 including knowledge and language rich texts and non fiction books Stay and read sessions introduced in KS1. Phonics packs to go home in EYFS. Reading for pleasure projects introduced for KS1 and 2. School library service bronze model. Non fiction reading activities introduced in all year groups.	September 2017 – Sept 2018	£10,960	Number of children increased from WT to WA in line with targets Phonics screen scores improved at faster rate than national. More children leave KS1 at age appropriate reading level and higher. More children leave KS2 at age appropriate reading level and higher. Progress of vulnerable readers in KS2 increases and closes the gap to National Increased percentage of greater depth readers Gap closed with national	

4. 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
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. Priority **STAFF LEAD – RMC**	Variety of after school provision till 4.15- priority places given to PP children. Breakfast club provision – priority places given to PP children Homework club and provision of resources and IT access. John Bell extended schools programme. Free to PP children. Sports participation – participation in school games sports festival timetable	September 2017 – September 2018	£20,694	Ensuring all PP children have access to a range of after school provision delivered by teachers. Breakfast club is well attended by PP children. These children have priority places. Therefore, children are 'ready for learning' at the start of the day. Increasing numbers of PP children to attend homework club and therefore do their homework – raising levels of progress and attainment. Summer and Easter clubs are subsidised for PP children. Children who are talented at sports can participate freely in the school sports festivals both in and out of school.	

5. 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. 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. Research

which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.

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	£20,000	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 2017-2018 Pupil Premium cohort. Priority 1.4 **STAFF LEAD – AML**	Teachers to identify needs of Pupil Premium cohort. Quality assurance of the delivery of actions to ensure perceived impact matches up to quantifiable measures.	Termly		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	½ Termly		Specific interventions to support children overcome individual barriers to learning children to achieve their best.	
To raise standards in numeracy and literacy and close the gap to National for Y6 children DEP Priority 1.1, 1.4 **STAFF LEAD – HR**	Booster lessons for Y6 and Y2 pupils in numeracy and literacy	Short impact programme blocks	£300	PP children close the gap between school and national	
6. Early Years Intervention					

Early years or early childhood interventions are approaches that aim to ensure that young children have educationally based pre-school or nursery experiences which prepare for school and academic success, usually through additional nursery or pre-school provision. Many of the researched programmes and approaches focus on disadvantaged children. Some also offer parental support. The research summarised here looks at general or multi-component programmes and approaches. Once early years provision is in place, efforts to improve the quality of provision, for example by training staff, appear to be more promising than simply increasing the quantity of provision by providing extra hours in the day, or by changing the physical environment of early years settings.

Objective	Project	Time	Cost	Milestones	Status
To ensure children have educational based experiences in nursery to prepare them for school and academic success **STAFF LEAD - CO**	Appointment of apprentices to increase staff ratio Appointment of full time teacher for F1	Sept 17	£69,344	Exit and progress data shows children prepared for next steps in education.	

7. Oral Language Interventions for Pupils with EAL
Teaching assistants work alongside teachers to deliver oral language interventions, specifically aimed at children with low oracy or English as an additional language. This intervention is designed to emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, evidence shows pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit). There is consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult.

Objective	Project	Time	Cost	Milestones	Status
To provide interventions to support children overcome individual barriers to learning such as low English acquisition and oracy. Priority 1.4 **STAFF LEAD – HR**	Targeted reading aloud and discussing books with young children Interpreters employed to support arabic speaking children.	½ termly	£10,000	Bespoke interventions planned and delivered to support children overcome individual barriers to learning enabling children to achieve their best.	

	Explicitly extending pupils' spoken vocabulary				
	The use of structured questioning to develop reading comprehension				
	The use of structured and targeted programmes such as 'I can early talk'				
	Small group tuition				

8. 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 - RMC**	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 2017 - ongoing		Data requirements identified and data to be collected in respect of: ● Year group ● Gender ● Individual level ● Vulnerable groups	

7.Subsidies
Rationale: We acknowledge that not all children, have equality of access to school provision as such we retain s small budget to help offset and cover the costs of activities for disadvantaged and vulnerable pupils.

Objective	Project	Time	Cost	Milestones	Status
To provide financial assistance where money may be a barrier to access. Priority **STAFF LEAD - KL**	Subsidy fund for residential trips Subsidy fund for school visits Subsidy fund for uniform and equipment Subsidy fund for breakfast club Subsidy fund for additional pm sessions for F1 children.	Sept 2017-ongoing	50% of costs £600 £500	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.	

8. Learning Mentor Support
Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning.

Objective	Project	Time	Cost	Milestones	Status
To ensure emotional and social needs do not create barrier to learning. **STAFF LEAD HR**	Learning mentor caseload	2 day a week.	£5,050	To provide specific learning mentor initiatives to support children overcome individual barriers to learning	

Objective	Project	Time	Cost	Milestones	Status
				To enable children to achieve their best. LM to target groups with specific needs Children to attend learning mentor workshops or 1-1 sessions as intervention demands.	
9. Support for CLA Rationale: We acknowledge					
Objective	Project	Time	Cost	Milestones	Status
To ensure equality of access and support for CLA. Priority **STAFF LEAD RMC**	Attending PEP meetings for each pupil Maintaining EPEP for each pupil Attendance at 6 monthly reviews for each pupil Contact and liaison with external agencies. Learning mentor provision for support work for each child	Half a day each half term	£560	To attend all PEP meetings. To update EPEP for each pupil termly (half termly where necessary) To attend reviews and meetings with external agencies. 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	
Total Budget: £147,639					