



PUPIL PREMIUM REPORT 2020/21

**BRINSWORTH WHITEHILL
PRIMARY SCHOOL**

Howlett Drive, Brinsworth, Rotherham, S60 5HT

✉ office@brinsworthwhitehill.org brinsworthwhitehill.org

☎ 01709 828242 **HEADTEACHER:** Mrs C Oxborough



Brinsworth Whitehill Primary

Pupil Premium Grant Expenditure Sept 2020 – September 2021

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (excluding Nursery pupils)	280
Total number of pupils eligible for PPG	40
Total number of LAC pupils	2
Amount of PPG received per pupil	£1320
Amount of LAC received per pupil	£2345
Total Amount of PPG received	£53800
Total Amount of LAC received	£4690
Total Budget of PPG & LAC	£52990
Total Spent for financial year	

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. 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.	Additional staff member in Y4 to support an ITT teacher and target specific children for support.	Sept 2020 – Jul 2021	£30,000	End of KS2 progress in line or above with National. PP children close the gap between school and national. ITT teacher successfully completes training.	completed
STAFF LEAD – CO					
2. 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 head teachers 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	Success Criteria	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. Clubs to include Circus skills, Band development (music) and Coding.</p> <p>Priority</p> <p>STAFF LEAD - CO</p>	<p>Variety of after school provision till 4.15- priority places given to PP children.</p> <p>John Bell extended schools programme. Free to PP children.</p> <p>Sports participation – participation in school games, sports festival timetable, attending the climbing wall.</p> <p>Homework provision within school for children who do not have access to the internet and cannot access home learning.</p>	<p>September 2020 – September 2021</p>	<p>£3500</p>	<p>Ensuring all PP children have access to a range of after school provision delivered by teachers.</p> <p>Children who are talented at sports can participate freely in the school sports festivals both in and out of school.</p> <p>Increasing numbers of PP children to attend homework provision and therefore complete their homework online – raising levels of progress and attainment.</p>	<p>completed</p>

3. 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 head teachers 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	Success Criteria	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 STAFF LEAD - CO	SLT data analysis ensures information collected is accurate and consistent across the whole school	Termly	£3000	All staff aware of children entitled to pupil premium Children tracked as vulnerable group	completed
To ensure Pupil Premium funding is targeted at effective actions to meet the needs of the 2019-20 Pupil Premium cohort. STAFF LEAD – CO	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	completed
To provide time limited evidence based interventions to support children overcome individual barriers to learning STAFF LEAD – SLT	Additional TA support for interventions SALT intervention programmes Phonics boosters ELSA Clever Fingers - Fine motor skills	½ Termly		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 e.g. speech and motor skill	completed
To raise standards in numeracy and literacy and close the gap to National for children who have had to self-isolate. STAFF LEAD – KD & LK	Bespoke lessons for children who have missed their learning due to having to self-isolate.	Short impact programme blocks		PP children close the gap between school and national	completed

4. 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	Success Criteria	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 Overstaffing to ensure best practice ratios.	Sept 20-Sept 21	£10,000	Exit and progress data shows children prepared for next steps in education.	completed

5. 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	Success Criteria	Status
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<p>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</p> <p>STAFF LEAD - KD</p>	<p>Continue to develop a fully integrated service to better support and protect children through BromCom.</p> <p>Data is further analysed in line with particular categories of absence - holidays in term time, unauthorised absence and others identified where this contributes significantly to absence.</p> <p>Training of AW to continue with FPN and absences.</p> <p>Attend training from LA and Trust.</p>	<p>Sept 2020 - ongoing</p>	<p>£2000</p>	<p>Data requirements identified and data to be collected in respect of:</p> <ul style="list-style-type: none"> • Year group • Gender • Individual level • Vulnerable groups 	<p>completed</p>
<p>6. Subsidies</p> <p>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.</p>					
<p>Objective</p>	<p>Project</p>	<p>Time</p>	<p>Cost</p>	<p>Success Criteria</p>	<p>Status</p>

<p>To provide financial assistance where money may be a barrier.</p> <p>Priority STAFF LEAD - ZT</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 additional pm sessions for F1 children.</p>	<p>Sept 2019 - ongoing</p>	<p>£2500</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>completed</p>
<p>7. Support for CLA Rationale: We acknowledge the following from the Pupil Premium Conditions of Grant.</p> <p>The LAC premium must be managed by the designated virtual school head (VSH) in the local authority that looks after the child and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan. The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs. Processes for allocating funds to a child's education setting should be as simple as possible to avoid delay.</p>					
Objective	Project	Time	Cost	Milestones	Status

<p>To ensure equality of access and support for CLA. Priority</p> <p>STAFF LEAD - LK</p>	<p>Attending PEP meetings for each pupil</p> <p>Maintaining EPEP for each pupil</p> <p>Attendance at 6 monthly reviews for each pupil</p> <p>Contact and liaison with external agencies.</p> <p>ELSA used for support work for each child</p>	<p>Half a day each half term</p>	<p>£1000</p>	<p>To attend all PEP/LAC meetings.</p> <p>To update EPEP for each pupil termly (half termly where necessary)</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. TAs to target groups with specific needs.</p>	<p>completed</p>
<p>Total Expenditure: £49,000</p>					