



Barlby Bridge Community Primary School

Pupil Premium

2017 - 2018



Pupil Premium Spending Overview 2017-18

Overview

Objectives in spending PPG

- To raise achievement and close the attainment gap between those eligible for free school meals and looked after children;
- To ensure the well-being of those children eligible for free school meals and looked after children;
- To provide relevant support in order to accelerate pupil progress and close the attainment gap.

Academic year September 2017- August 2018

The Pupil Premium grant for the academic year 2017-2018 is estimated to be £60,390 and will be utilised to ensure:

- All children have access to quality first teaching in the classroom environment;
- All children continue to access good quality, high impact intervention programmes which are focused on tracking and needs analysis following assessment;
- There is a designated ATA who will support children's pastoral needs;
- Enhancement of curriculum opportunities and entitlements to ensure children become independent and successful learners.

The school provides a range of different provision through the use of this funding which includes:

- Interventions and boosters
- Additional staffing
- Staff CPD
- Subsidised provision e.g. clubs, trips and wrap around care
- ICT

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Pupil Premium Summary Information

Funding is allocated to the school as follows:

Category	Funding per child		Total number of children currently at Barlby Bridge Community Primary we receive pupil premium for:	
	Allocation		2016/17	2017/18
	16/17	17/18		
Ever 6	£1320	£1320	43 children (looked after = 2)	49 children (projected) 1 LAC
Looked After (CLA)	£1900	£1900		
Funding allocation			£54.933	£60.390
EYFS Funding £600			£600	£1100

Pupil Premium Data Overview Summer Term 2017

	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
Progress Score For Disadvantaged Pupils	+4.71	+3.81	+3.41
Confidence Interval	+0.65 to +8.78	-0.14 to +7.76	-0.26 to +7.09
National Average for Non Disadvantaged Pupils	+0.33	+0.17	+0.28
Number of Disadvantaged Pupils	9	9	9

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Reading, writing and maths combined

Percentage of disadvantaged pupils achieving the expected standard

Number of disadvantaged pupils = 9

Reading, writing and maths combined data for Barlby Bridge Community Primary School

	School	National Average
Percentage of pupils achieving the expected standard in reading, writing and maths.	67%	67%

	School	National Average
Percentage of disadvantaged pupils achieving the higher standard in reading, writing and maths.	22%	11%

Average scaled score for disadvantaged pupils in:

<u>Number of disadvantaged pupils 9</u>	<u>School</u>	<u>National Average</u>
Average Scaled Score in English: Reading	105.3	105.4

Maths data for Barlby Bridge Community Primary School

<u>Number of disadvantaged pupils 9</u>	<u>School</u>	<u>National Average</u>
Average Scaled Score in Maths	104.3	105.3

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Item/Project	Approx Cost	objective	Intended Outcome	Impact Autumn 17		
				Red	Amber	Green
Teaching and Teaching Support in KS2	£4000	<p>Teacher led booster work based on assessment data to improve outcomes for disadvantaged pupils in KS2</p> <p>Teacher time focused upon targeting more able learners to make MTEP.</p> <p>Provision of resources to support boosters and planned interventions.</p>	<ul style="list-style-type: none"> Increased attainment in English, Maths and Science- children identified as at risk of falling behind provided with additional pre-teach and class based focus sessions throughout the year. 			
<p>Action: Monitoring impact of intervention and boosters on maths, English throughout the year. Provide extra booster sessions based on identified learning needs.</p> <p>Impact: Rapid identification of issues and targeted provision ensures children make good rates of progress. Where children are working below their peers or not making progress targeted support will be provided within the classroom.</p> <p>Evidence: Pupil progress meeting records, SEN passports, Pupil Premium passports, Tracking analysis, TA portfolio</p>						
Pastoral/Behaviour Support	£7200	<p>Provision of designated adults and specific training for Inclusion of children with challenging behaviour ensuring they are able to access all</p>	<ul style="list-style-type: none"> Negative impact on learning is minimised and pupils are fully included within school Specific training allows for children's individual needs to be supported across the school. 			

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		areas of the curriculum.	<ul style="list-style-type: none"> EBD sessions are available to vulnerable pupils. 			
<p>Action: Establish groups/ individuals requiring additional EBD support-attendance data analysis, pupil progress meeting information, Prevention team involvement</p> <p>Impact: Pastoral support is planned for the children and responsive to need. Children make more than expected progress as they demonstrate increased readiness for the classroom.</p> <p>Evidence: Behaviour logs, TA portfolios, tracking data</p>						
Lunchtime pastoral behaviour support	1:1 £4800 Clubs/ pastoral support: £2330	Lunchtime support for children with emotional and behaviour difficulties- 1:1 Additional clubs/ nurture activities established	Lunchtimes are a more positive experience for all children due to additional; activities/ skilled adults supporting behaviour and play provision.			
<p>Action: Range of clubs and lunchtime activities established</p> <p>Impact: Pastoral support is planned for the children and responsive to need. Children transition easily from lunchtimes into afternoon session</p> <p>Evidence: Behaviour logs, Pupil premium passports, pupil notes, attendance data</p>						
Teaching assistant to run Lego club	£900	Emotional support for identified target pupils established.	Club uptake for vulnerable groups increases.			
Teaching assistant to run clubs (baking/ craft/ computing)	£2300					
<p>Action: Range of clubs and lunchtime activities established</p> <p>Impact: Pastoral support is planned for the children and responsive to need.</p> <p>Evidence: Behaviour logs, Pupil premium passports, pupil notes, attendance data , record of club</p>						
TA led interventions	£3000	To provide intensive catch up	<ul style="list-style-type: none"> Increased percentage of 			

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in KS1 and KS2		for children making LTEP or working below ARE in English and Maths	<p>children making MTEP (2+ points per term.)</p> <ul style="list-style-type: none"> Increased percentages of children working at ARE in KS1 and KS2. 			
<p>Action: Analyse 2017 tracking data and identify groups</p> <p>Impact: Rapid identification of issues and targeted support ensures children make MTEP.</p> <p>Evidence: Pupil premium passports, pupil notes, tracking data (points progress analysis.)</p>						
Enhance and update school library area	£1000	To provide school lending library and resource area	<ul style="list-style-type: none"> Children able to borrow books and reading resources Increased uptake/record of children reading at home Increased participation in paired reading strategy (home/school) 			
<p>Action: Audit current library area and analyse pupil voice questionnaires.</p> <p>Impact: Improved provision, range of materials available, reading uptake increases out of school</p> <p>Evidence: Pupil voice questionnaires, photographs, reading record logs</p>						
EYFS/ KS1 school milk	£1000	To ensure children have healthy morning drink option	<ul style="list-style-type: none"> Sustained concentration levels 			
<p>Action: Free milk provided for vulnerable children</p> <p>Impact: Sustained concentration levels</p>						
EYFS learning resources	£1100	To promote early language and literacy opportunities.	<ul style="list-style-type: none"> Increased percentage of children attaining ELG in Communication, 			

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			reading and writing aspects.			
<p>Action: <i>Audit provision</i></p> <p>Impact: <i>Focused play provision specifically targets early language and literacy aspects of the curriculum</i></p>						
Contribution to school uniform	£150	To support school transition	<ul style="list-style-type: none"> School quickly identify children eligible for PP funding. 			
<p>Action: identify children who qualify for PP funding and provide uniform where required.</p> <p>Impact: <i>Children are properly equipped for school</i></p>						
Curriculum enrichment & residential trip subsidies/ events to enhance the curriculum	£3000	To ensure all children have access to curriculum enhancements, provision and activities	<ul style="list-style-type: none"> Ensure equality for pupils regardless of background and /or circumstance Provide active and inspirational learning opportunities for all 			
<p>Action: <i>Ensure access for all children</i></p> <p>Impact: <i>All children have fair and open access without discrimination relating to ability to pay</i></p> <p>Evidence: <i>Evidence of uptake, photographs of events</i></p>						
Home school link worker to monitor attendance	£3000	To establish systems in order to monitor attendance and punctuality. To work closely with families to support better attendance.	<ul style="list-style-type: none"> Reduced percentage of Persistent absentees Vulnerable group attendance rises comparative to overall 			
<p>Action: <i>Maintain and develop attendance monitoring systems</i></p> <p>Impact: <i>Increased overall school attendance, reduction in number of persistent absentees, groups of children are not dis-advantaged by poor attendance.</i></p> <p>Evidence: <i>Governor reports, attendance monitoring, LA reports.</i></p>						
Evidence based Maths and reading	£4000	Close gaps in maths attainment	<ul style="list-style-type: none"> Increased percentage of 			

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intervention in KS1/ LKS2		through early intervention	<p>children attaining ARE in maths in Year 2</p> <ul style="list-style-type: none"> • Swift interventions ensures children leaving Y2 below ARE make MTEP in Year 3 			
<p>Action: Staff to run Numicon intervention, IDL and reading boosters</p> <p>Impact: Increased percentage of children working at ARE in maths and making 2+ points progress per term.</p> <p>Evidence: Pupil progress meeting records, SEN passports, Pupil Premium passports, Tracking analysis, TA portfolios.</p>						
Reading Recovery Intervention KS1 and LKS2	£900	Target children who didn't attain the GLD in Y1	<ul style="list-style-type: none"> • Percentage of children passing phonics screening check is at least in line with national expectations. 			
<p>Action: Identify target children</p> <p>Impact: Increased percentage of children working at ARE in reading and phonics.</p> <p>Evidence: Pupil progress meeting records, Pupil Premium passports, Tracking analysis, TA portfolios, Phonics trackers</p>						
Additional release time for SENCO and English/ Maths and EYFS leader to monitor provision for PP and vulnerable groups.	£3000	Ensure monitoring is focused and targeted upon progress of Pupil Premium groups.	<ul style="list-style-type: none"> • Pupil Premium spending is monitored termly and interventions adapted accordingly. • Children receiving targeted interventions make more than expected progress. 			
<p>Action: Establish progress monitoring reports for SLT.</p> <p>Impact: Increased percentage of children making MTEP due to targeted intervention.</p> <p>Evidence: Pupil progress meeting records, Pupil Premium passports, Tracking analysis, TA portfolios, SLT monitoring reports.</p>						
Engagement with the academic resilience project/ training and release	£2000	Ensure year 1 of the academic resilience project is implemented in	<ul style="list-style-type: none"> • Action plan developed for academic resilience project. 			

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costs/resources		school. Staff have been trained and relevant resources are provided.	<ul style="list-style-type: none"> Increased percentage of children attaining ARE in Reading and Writing in Year 3/4/5 Staff receive training to support/promote and develop academic resilience within the curriculum Outcomes for vulnerable and disadvantaged pupils improve in KS1 and 2 			
<p>Action: <i>Establish action planning for academic resilience project work</i></p> <p>Impact: <i>Increased percentage of children making MTEP due to improved academic resilience.</i></p> <p>Evidence: <i>Action planning, Pupil progress meeting records, Pupil Premium passports, Tracking analysis, TA portfolios, SLT monitoring reports</i></p>						
<p>Developing the effectiveness of Teaching Assistants and class room teams through the MPTA training program.</p> <p>Meeting time provided for class teachers and TA's to plan, evaluate and assess.</p>	<p>£2000</p> <p>£1750</p>	<p>TAs and SENCO attend 3 xMPTA training sessions and cascade this to all staff. Teachers attend staff training twilight session and implement recommendations.</p> <p>Teachers and TA meet regularly for planning and assessment.</p>	<ul style="list-style-type: none"> Increased percentage of children attaining ARE in Reading and Writing in Year 3/4/5 Staff receive training to support/promote and develop academic resilience within the curriculum Increased percentage of pupils make MTEP as a result of shared planning and assessment time and where this is not the case the gap to ARE is closed. 			

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<p>Action: Provide time for class teams to meet</p> <p>Impact: Increased percentage of children making MTEP due to collaborative planning and assessment.</p> <p>Evidence: Pupil progress meeting records, Pupil Premium passports, Tracking analysis, TA portfolios, SLT monitoring reports.</p>						
Extra non -contact time for subject leadership	£7000	Middle leaders are given extra non-contact time to lead curriculum areas in order to plan and monitor against action planning.	<ul style="list-style-type: none"> • Children have access to a broad and balanced curriculum. • Class teachers and planning is supported by subject leads. • Monitoring is robust and curriculum areas drive topics and themes. 			
<p>Action: Provide middle leaders with leadership time to develop action planning and subject monitoring</p> <p>Impact: Curriculum at Barby Bridge is broad and balanced, reflecting the needs of learners. This is monitored and assessed against planned actions.</p> <p>Evidence: Subject action plans and subject audits, Pupil progress meeting records, Pupil Premium passports, Tracking analysis, TA portfolios, meeting minutes</p>						
Breakfast and after school club places	£2500	Ensure that PP children are provided with breakfast club places to give them the best start to the school day. After school club places for vulnerable and disadvantaged learners to further develop curriculum and personal skills.	<ul style="list-style-type: none"> • Data will show that children achieve well in maths and English and where attainment is below ARE, gaps are closing. • Children have access to enrichment opportunities and further curriculum experiences, where this can have a positive outcome on children and families 			

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Action: Identify vulnerable and disadvantaged pupils where breakfast and after school provision would have a positive impact on academic, emotional and social growth.

Impact: Increased percentage of children working at ARE in reading, writing, SPAG and maths and where below the gap is closing

Evidence: Pupil progress meeting records, Pupil Premium passports, Tracking analysis, TA portfolios, SPAG trackers, action plan, meeting minutes

KS1 Teaching assistant time to lead maths, English and reading interventions	£4000	Close gaps in maths attainment through evidence based interventions in KS1	<ul style="list-style-type: none"> Increased percentage of children attaining ARE in maths in KS1 Swift interventions ensures gaps in KS1 close 			
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Action: Identify target children

Impact: Increased percentage of children working at ARE in English, phonics and maths.

Evidence: Pupil progress meeting records, Pupil Premium passports, Tracking analysis, TA portfolios, Phonics trackers

Maths training and resources	£2000	Close gaps in maths attainment through identifying training needs among staff and innovative practice. Teachers have good quality resources to support learning	<ul style="list-style-type: none"> Increased percentage of children attaining ARE in maths in KS1 Tagtiv8 and active learning techniques are used to supplement maths teaching within classrooms and as part of games provision. 			
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Action: Train staff in Tagtiv8

Impact: Increased percentage of children working at ARE in maths and making 2+ points progress per term.

Evidence: Pupil progress meeting records, SEN passports, Pupil Premium passports, Tracking analysis, TA portfolios.