



# Barlby Bridge Community Primary School

## Pupil Premium

2016 - 2017



## 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 2016- August 2017

**The Pupil Premium grant for the academic year 2016-2017 is £54896 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
- Additional staffing
- Staff CPD
- Subsidised provision e.g. clubs and trips
- ICT

### 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:	
	16/17	17/18	2016/17	2017/18
Free School Meals (FSM)	£1320	£1320	40 children	42 children
Looked After (CLA)	£1900	£1900		
Funding allocation			£52800	£55440

**Pupil Premium Spending Overview 2016-17**

Item/ Project	Approx. Cost	Objective	Intended Outcome	Impact Summer 17		
				Red	Amber	Green
Teaching and Teaching Support  (TAs - see in depth breakdown later in report)	Teachers  £2750	Reduce class sizes in KS2. Target support to address misconceptions.  Teacher time focused upon targeting more able learners to make MTEP.	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.  See end of year outcomes and summative data in EYFS, Phonics, KS1 and KS2.			
<p><b>Action:</b> Monitoring report of impact of intervention on maths, English throughout the year</p> <p><b>Impact:</b> 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><b>Evidence:</b> Pupil progress meeting records, SEN passports, Pupil Premium passports, Tracking analysis, TA portfolios</p>						
Pastoral/Behaviour Support	£11390	Inclusion of children with challenging behaviour ensuring they are able to access all areas of the curriculum	Negative impact on learning is minimised and pupils are fully included within school – Continue to monitor next year. See Pupil Premium data document.			
<p><b>Action:</b> Establish groups/ individuals requiring additional EBD support-attendance data analysis, pupil progress meeting information, Prevention team involvement</p> <p><b>Impact:</b> 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><b>Evidence:</b> Behaviour logs, TA portfolios, tracking data</p>						
Lunchtime pastoral behaviour support	1:1 £4428  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. See lunchtime monitoring evidence and pupil voice questionnaires + external review information.			
<p><b>Action:</b> Range of clubs and lunchtime activities established</p> <p><b>Impact:</b> Pastoral support is planned for the children and responsive to need. Children transition easily from lunchtimes into afternoon session</p> <p><b>Evidence:</b> Behaviour logs, Pupil premium passports, pupil notes, attendance data</p>						
Teaching assistant to run lego club	£921	Emotional support for identified target pupils established.	Club uptake for vulnerable groups increases. Increase to 68% attendance in summer term 2017.			
Teaching assistant to run clubs (baking/ craft/ computing)	£2205					
Teaching assistant to run sports club	£1356					
<p><b>Action:</b> Range of clubs and lunchtime activities established</p>						

## Pupil Premium Spending Overview 2016-17

Item/ Project	Approx. Cost	Objective	Intended Outcome	Impact Summer 17		
				R	A	G
Teacher led catch up programme in KS2	£4600	To provide intensive catch up for children making LTEP or working below ARE in English and Maths	<ul style="list-style-type: none"> <li>Increased percentage of children making MTEP (2+ points per term.)</li> <li>Increased percentages of children working at ARE in KS2.</li> </ul> <p>Year 4-6 points progress 6.2+ in RWM Target KS1 and Year 3 next academic year.</p>			
<p><b>Action:</b> Analyse 2016 tracking data and identify groups  <b>Impact:</b> Rapid identification of issues and targeted support ensures children make MTEP.  <b>Evidence:</b> Pupil premium passports, pupil notes, tracking data (points progress analysis.)</p>						
Forest schools sessions established throughout whole school	£2340	To provide opportunities which allow children to develop a range of skills outside of the classroom.	<ul style="list-style-type: none"> <li>Provide active and inspirational learning opportunities for all</li> <li>To teach positive learning behaviours</li> </ul>			
<p><b>Action:</b> All children take part in Forest Schools Sessions(Y1-6)  <b>Impact:</b> Improved classroom behaviour and dispositions and attitudes to learning  <b>Evidence:</b> Photographs, pupil voice questionnaires, writing logs.</p>						
Enhance and update school library area	£2000	To provide school lending library and resource area- increased percentage of children reading at home and borrowing resources from school library. Y6 Reading attainment from -4.6 to estimates +4.7.	<ul style="list-style-type: none"> <li>Children able to borrow books and reading resources</li> <li>Increased uptake/ record of children reading at home</li> <li>Increased participation in paired reading strategy (home/school)</li> </ul>			
<p><b>Action:</b> Audit current library area and analyse pupil voice questionnaires.  <b>Impact:</b> Improved provision, range of materials available, reading uptake increases out of school  <b>Evidence:</b> Pupil voice questionnaires, photographs, reading record logs</p>						
EYFS/ KS1 school milk	£700	To ensure children have healthy morning snack	<ul style="list-style-type: none"> <li>Sustained concentration levels</li> </ul>			
<p><b>Action:</b> Free milk provided for vulnerable children in KS1  <b>Impact:</b> Sustained concentration levels</p>						
EYFS learning resources	£997	To promote early language and literacy opportunities.	Increased percentage of children attaining ELG in Communication, reading and writing aspects- 76% GLD 2017			
<p><b>Action:</b> Audit provision  <b>Impact:</b> Focused play provision specifically targets early language and literacy aspects of the curriculum</p>						
Contribution to school uniform	£250	To support school transition	School quickly identify children eligible for PP fundin- increase in numbers identified in 2016-17.			



## Pupil Premium Spending Overview 2016-17

Item/ Project	Approx. Cost	Objective	Intended Outcome	Impact July 17		
				Red	Amber	Green
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"> <li>Ensure equality for pupils regardless of background and /or circumstance</li> <li>Provide active and inspirational learning opportunities for all</li> </ul>			
<p><b>Action:</b> Ensure access for all children  <b>Impact:</b> All children have fair and open access without discrimination relating to ability to pay  <b>Evidence:</b> Evidence of uptake, photographs of events</p>						
Home school link worker to monitor attendance	£2760	To establish systems in order to monitor attendance and punctuality- increase seen but requires monitoring next year.	<ul style="list-style-type: none"> <li>Reduced percentage of Persistent absentees</li> <li>Vulnerable group attendance rises comparative to overall</li> </ul>			
<p><b>Action:</b> Establish attendance monitoring systems  <b>Impact:</b> Increased overall school attendance, reduction in number of persistent absentees, groups of children are no dis-advantaged by poor attendance.  <b>Evidence:</b> Governor reports, attendance monitoring, LA reports.</p>						
Numicon Maths intervention in KS1/ LKS2	£3240 Resources £1000	Close gaps in maths attainment through early intervention – Focus area next academic year in Y3/4	<ul style="list-style-type: none"> <li>Increased percentage of children attaining ARE in maths in Year 2</li> <li>Swift interventions ensures children leaving Y2 below ARE make MTEP in Year 3</li> </ul>			
<p><b>Action:</b> Train staff to run Numicon intervention  <b>Impact:</b> Increased percentage of children working at ARE in maths and making 2+ points progress per term.  <b>Evidence:</b> Pupil progress meeting records, SEN passports, Pupil Premium passports, Tracking analysis, TA portfolios.</p>						
Evidence based maths interventions established in KS2: 1 <sup>st</sup> class@number Success@arithmetic	£2400 x 4 cycles per year	Close gaps in maths attainment through evidence based interventions in Year 4/5/6- attainment gaps in year 5/6 closed significantly. Target Y5 Autumn 17.	<ul style="list-style-type: none"> <li>Increased percentage of children attaining ARE in maths in Year 4/5/6</li> <li>Swift interventions ensures gaps in KS2 close- moving toward 85% of cohort at ARE. (Current Y3- 65%, Y4- 53%,</li> </ul>			
<p><b>Action:</b> Train staff to run 1<sup>st</sup> Class@Number/ Success@Arithmetic (share good practice)  <b>Impact:</b> Increased percentage of children working at ARE in maths and making 2+ points progress per term.  <b>Evidence:</b> Pupil progress meeting records, SEN passports, Pupil Premium passports, Tracking analysis, TA portfolios. - See data evidence summer 2017.</p>						

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Reading Recovery Intervention KS1	£900	Target children who didn't attain the GLD in Y1	<ul style="list-style-type: none"> <li>Percentage of children passing phonics screening check is at least in line with national expectations.</li> </ul> <p>87.5% in 2017 above national figures at 81%.</p>			
<p><b>Action:</b> Identify target children</p> <p><b>Impact:</b> Increased percentage of children working at ARE in reading and phonics.</p> <p><b>Evidence:</b> 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.  See data snapshot. Positive progress in Y4/5/6/ +6 points. Continue to target Year 3/4 in autumn 17.	<ul style="list-style-type: none"> <li>Pupil Premium spending is monitored termly and interventions adapted accordingly.</li> <li>Children receiving targeted interventions make more than expected progress.</li> </ul>			
<p><b>Action:</b> Establish progress monitoring reports for SLT.</p> <p><b>Impact:</b> Increased percentage of children making MTEP due to targeted intervention.</p> <p><b>Evidence:</b> Pupil progress meeting records, Pupil Premium passports, Tracking analysis, TA portfolios, SLT monitoring reports.</p>						
Wordblaze Catch up Intervention in KS2 (spelling and reading.)	£1440 Yr 3/4/5, 2 hours each week (24weeks)	Ensure targeted English intervention is established for children working below ARE in KS2.	<ul style="list-style-type: none"> <li>Increased percentage of children attaining ARE in Reading and Writing in Year 3/4/5</li> <li>Increased percentage of children meeting SPAG end of year group expectations.</li> </ul> <p>91% met expected in GPS Year 6 summative assessment and 36% at higher level. Gaps closing in grammar, spelling requires focus in 2017-18.</p>			
<p><b>Action:</b> Identify target children</p> <p><b>Impact:</b> Increased percentage of children working at ARE in writing and SPAG.</p> <p><b>Evidence:</b> Pupil progress meeting records, Pupil Premium passports, Tracking analysis, TA portfolios, SPAG trackers.</p>						