

Burrsville Infant Academy

Craigfield Avenue, Clacton-on-Sea, Essex, CO15 4HR



Pupil premium grant expenditure: 2016-2017

Number of pupils and pupil premium grant (PPG) received			
Total number of pupils on roll	237	Total amount of PPG received	£69, 960
Total number of pupils eligible for PPG	53 children	Total amount of PPG spent end of July 2017	
Amount of PPG received per pupil	£1320		

What is Pupil Premium Grant?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for children from low-income families, or who are Looked After Children, who are far less likely to leave schools with good GCSE results than other children. The Pupil Premium Grant, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium Grant has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs.

“Schools, headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils.”

Source DfE website

Nature of support 2016/2017

The school has set up five areas of expenditure:

Targeted Staff

One to one teaching assistants have been employed to support the children who do not have EHCP but have been awarded IPRA funding and require individual tuition or behaviour management.

A forest schools HLTA releases each class teacher for one afternoon a week, to allow teachers to provide 1:1 consultation with PP children in their class, known as 'conferencing'

Qualified speech therapist one morning a week to support a teaching assistant in delivering additional speech and language sessions to pupils.

Extended schools

The school clubs are provided fee free to ensure that all children benefit from the activities. Certain clubs have been targeted towards the PP children and the reading club will operate on an invitation only basis. The Breakfast club operates on a fee basis of £1-£1.50 per day, depending on time of arrival, however this will be paid for via PP funds for children entitled to PPG. Attending a breakfast club will create the conditions under which improved teaching and learning approaches to work. A larger number of children will be included on cooking and football clubs to ensure all the PP children on the waiting lists have a place.

Trip Subsidy

Trip fees will be subsidised for families qualifying for PPG. Children who are socially disadvantaged will also be subsidised even if they do not qualify for PPG to ensure all children have the same opportunities.

Family & Pupil Support

The school has maintained the role of the Family Wellbeing Practitioner. We also employ a Learning Mentor who supports children and families who qualify for PPG. The Learning Mentor is also a qualified 'Play therapist' and therefore our children may access this specialist provision without the need to be on external waiting lists. The play therapist can access 'supervision' from Play Therapy UK' to discuss cases in confidence. This offers opportunities to allow children to deal with their emotional and social worries before being able to access the curriculum. Burrsville Infant Academy also buy the services of a Drama Therapist for one morning a week.

Curriculum enrichment and resources.

Plans and interventions to narrow the gaps for the pupils who are not on track to meet expectations by the end of KS1.

Enriching the curriculum, for example: cultural workshops, A day in the eyes of a child in another country, will enable children to experience cultures they may not have had the privilege of being exposed to.

Pupil Premium Impact Plan

2016/2017

Focus	Barriers to learning	Desired outcomes	Success criteria	Strategies (<i>Lead</i>)	Implement when? (from and to)	Monitoring (who and when)	Evaluation
Ensure positive behaviours to learning	Early trauma	Positive attitudes to school and learning	Reduced number of red cards term on term	Thrive intervention (<i>Mrs Lloyd</i>)	Nov'16- July '17-daily	SH/KS 09/12/16, 03/02/17, 24/03/17, 19/05/17, 14/07/17	
	Attachment with parents/carers	Children engaged and access the curriculum	Expected level in PSD between disadvantaged pupils and others is equal.	Play therapy for identified pupils (<i>Mrs Lloyd</i>)	Oct '16-July '17-daily	KS/JM 09/12/16, 03/02/17, 24/03/17, 19/05/17, 14/07/17	
	Lack of engagement	Personalised timetables and curriculums for identified pupils	Reduced score within the SDQs	Drama Therapy (<i>Miss Thomas</i>)	Oct '16-July '17 weekly	KS/JM 09/12/16, 03/02/17, 24/03/17, 19/05/17, 14/07/17	
	Disruption to learning		Gaps in children's social and emotional needs are closed	Parenting classes (<i>Mrs Wright</i>)	Jan'17-July '17 weekly	KS/JM 27/04/17, 10/07/17	
	Denial of additional needs		Transitions in lessons are swift-no learning time lost	Additional capacity to enable children to access the curriculum (<i>Mrs Finney</i>)	Sept '16-July '17 daily	TF Weekly	
				Family Wellbeing Practitioner to support parents (<i>Mrs Wright</i>)	Sept 16-July '17 3 days a week	SH/KS Weekly-Thursday	
Improve the % of children achieving a GLD	Lack of experiences	Communication skills are at ARE and in line with their peers.	To diminish the difference of disadvantaged pupils achieving a GLD compared	1:1 conferencing (<i>Miss Pargin</i>)	Sept '16-July 17 weekly	SH/KS 08/12/16, 02/02/17, 23/03/17, 18/05/17, 13/07/17	
	Limited nursery			Forest outdoor learning sessions	Sept '16-July 17 weekly	KS 02/11/16, 11/01/17, 22/02/17,	

	<p>experience</p> <p>Children's starting points are low</p> <p>Limited reading materials at home</p> <p>Low expectations</p>	<p>Improved engagement</p>	<p>with others.</p> <p>GLD in line with national</p>	<p><i>(Mrs Perryman)</i></p> <p>Opportunities to visit new places. <i>(Class teachers)</i></p> <p>Partake in new experiences <i>(Miss Poole and Miss Pargin)</i></p>	<p><i>Oct'16-July '17 half termly</i></p> <p><i>Oct'16-July '17 half termly</i></p>	<p>19/04/17, 07/06/17, 12/07/17</p> <p>KS/CM 04/11/16, 13/01/17, 24/02/17, 21/04/17, 09/06/17, 14/07/17</p> <p>KS/CM 04/11/16, 13/01/17, 24/02/17, 21/04/17, 09/06/17, 14/07/17</p>	
<p>Increase the % of pupils meeting ARE in reading, writing and maths</p>	<p>Inability to relate to texts</p> <p>Lack of experiences</p> <p>Limited materials at home</p> <p>Negative experience of parent's schooling</p> <p>External factors</p>	<p>Improved engagement and attainment.</p> <p>Raise aspirations</p>	<p>All pupils make at least Good progress</p> <p>85% of pupils meet the expected standard in Year 1 phonics screening, with disadvantaged pupils achieving in line with their peers.</p> <p>80% of children meeting ARE in reading, 77% in writing and 87% in maths</p> <p>To diminish the difference with disadvantaged pupils and others in reading, writing and maths for all</p>	<p>1:1 conferencing <i>(Class teachers)</i></p> <p>Forest outdoor learning sessions <i>(Mrs Perryman)</i></p> <p>After school reading club <i>(Mrs Crawford)</i></p> <p>Reading comprehension <i>(Mrs Bareham)</i></p> <p>RM maths <i>(Mrs Green)</i></p> <p>Phonics interventions <i>(Mrs Crawford)</i></p> <p>Accelerated maths groups <i>(Mrs Barker)</i></p>	<p><i>Sept '16-July '17 weekly</i></p> <p><i>Sept '16-July '17 weekly</i></p> <p><i>Sept '16-July '17 weekly</i></p> <p><i>Oct '16-July '17 weekly</i></p> <p><i>Sept '16-July '17 3x week</i></p> <p><i>Nov '16-July 17 3x week</i></p> <p><i>Nov '16-July 17 3x week</i></p>	<p>SH/KS 08/12/16, 02/02/17, 23/03/17, 18/05/17, 13/07/17</p> <p>KS 02/11/16, 11/01/17, 22/02/17, 19/04/17, 07/06/17, 12/07/17</p> <p>KS/KC Pupil progress meetings-half termly</p> <p>KS/KC Pupil progress meetings-half termly</p> <p>KS/KC Pupil progress meetings-half termly</p> <p>KS/KC Pupil progress meetings-half termly</p>	

			<p>prior attainment groups – with a specific focus on More Able pupils</p> <p>The progress of all disadvantaged children is at least Good</p>	<p>Accelerated writing groups (Mrs Crawford)</p> <p>Opportunities to visit new places. (Class teachers)</p> <p>Partake in new experiences (Miss Poole)</p> <p>Specific focus of PPG children in Pupil Progress Meetings (Class teachers)</p> <p>Challenge Days with partnership schools- Primary and secondary</p> <p>Breakfast club (Mrs Milnes)</p>	<p>Oct'16-July '17 half termly</p> <p>Oct'16-July '17 half termly</p> <p>Nov'16-July '17 half termly</p>	<p>KS/KC Pupil progress meetings-half termly</p> <p>KS/CM 04/11/16, 13/01/17, 24/02/17, 21/04/17, 09/06/17, 14/07/17</p> <p>KS/CM 04/11/16, 13/01/17, 24/02/17, 21/04/17, 09/06/17, 14/07/17</p> <p>KS Pupil progress meetings-half termly</p> <p>CBR</p> <p>KC/CM</p>	
Improve speaking and listening skills	<p>Limited role models</p> <p>Limited resources at home to support early communication</p> <p>Delayed speech</p> <p>Children unable to clearly</p>	<p>Children can articulate themselves</p> <p>Children can engage in conversations with their peers and adults</p>	<p>Significant increase in the % of children who are at ARE in Speech and Language. 90% by July 2017</p> <p>The expected level in CLL between disadvantaged pupils and others is equal.</p>	<p>WELLCOMM assessments-all children screened (Miss Chapman)</p> <p>Individual or target groups to development language (Miss Chapman)</p> <p>Communication friendly spaces</p>	<p>Sept '16 daily</p> <p>19/09/16-July '17</p> <p>10/09/16-July '17</p>	<p>TF/AP 19/10/16, 01/12/16, 08/02/17, 16/03/17, 03/05/17, 06/07/17</p> <p>TF 19/10/16, 08/12/16, 25/01/17, 09/03/17, 03/05/17, 15/06/17</p> <p>AP Weekly-leadership time</p>	

	articulate their understanding			<p><i>(EYFS-Class teachers)</i></p> <p>Speech and language therapist <i>(Miss Broadbridge)</i></p> <p>Speech and language TA to deliver the sessions <i>(Miss Chapman)</i></p>	<p>Sept '16-July '17 <i>half a day a week</i></p> <p>Oct '16-July '17 <i>daily</i></p>	<p>TF 19/10/16, 14/12/16, 01/02/17, 29/03/17, 26/04/17, 14/06/17</p> <p>TF 19/10/16, 01/12/16, 08/02/17, 16/03/17, 03/05/17, 06/07/17</p>	
Improve attendance and reduce the % of PAs for disadvantaged boys	<p>Parental responsibility</p> <p>Lack of recognition of the importance of school</p> <p>Behaviours at home</p>	<p>Reduced PAs</p> <p>Increased attendance in line with others</p>	<p>Disadvantaged pupils meet attendance target of 96%</p> <p>Weekly attendance of disadvantaged boys to be in line with others</p>	<p>Weekly group tracking of disadvantaged pupils <i>(Mrs Lingwood)</i></p> <p>Attendance officer tracking of individual children-telephone call, below 95% meetings. <i>(Mrs Lingwood)</i></p> <p>Breakfast club free for disadvantaged pupils <i>(Mrs Lingwood)</i></p> <p>FWP making positive links with families <i>(Mrs Wright)</i></p> <p>Incentives for PAs-target driven, scooter <i>(Mrs Lingwood)</i></p>	<p>Sept '16-July '17 <i>Weekly</i></p> <p>Sept '16-July '17 <i>Weekly</i></p> <p>Sept '16-July '17 <i>Monthly</i></p> <p>Sept '16-July '17 <i>daily</i></p> <p>Sept '16-July '17 <i>daily</i></p>	<p>KS Weekly-Friday</p> <p>KS Weekly-Friday</p> <p>Mrs Milnes Monthly -end</p> <p>SLT Weekly</p> <p>KS 03/11/16, 12/01/17, 23/02/17, 27/04/17, 08/06/17, 20/07/17</p> <p>LMS 10/01/17 18/04/17, 11/07/17</p>	