



Annual Pupil Premium Impact Review

2017-18

Number of Pupils and Total Amount 2017-18	
Total Number of Pupils on Roll (September including FS1, will rise in January)	312
Total Number of Pupils on Roll (September excluding FS1)	287
Total Number of Pupils Eligible for Pupil Premium Grant	123 (43% of school, F2-Y6)
Amount of Pupil Premium Grant Received per Pupil	£1320
Total Amount of Pupil Premium Grant Received	£162,360

Pupil Premium Grant (PPG) is an additional amount of funding given to schools with the aim to raise the attainment of disadvantaged pupils, close the gap between these pupils and their peers and to support these pupils in reaching their full potential, both academically and socially. Pupil Premium Grant is available for children registered as eligible for free school meals at any point in the last six years (Ever 6 FSM), Looked After Children (LAC) and children whose parents are in the Armed Forces (Service Pupil Premium-SPP). Schools can spend this money as they see fit in order to 'close the gap' between pupils who are perceived to be 'disadvantaged' and other pupils. It is not linked to a specific child but used for overall impact. This funding is provided directly to the school from the Government therefore schools are held accountable for the expenditure and impact of this funding.

2017-18 Expenditure Plan		
Item/Projects Planned	Objective/ Expected Impact and Outcome	Cost 2017-18
Procure additional services from Educational Psychologists and Outside Agencies	<ul style="list-style-type: none"> Support teachers, parents and carers, where there is concern about pupils' educational development and/or behaviour in school. Support multi agency development and implementation of Education, Health Care plans (EHC). Children are better equipped to cope with their emotions and feelings and as such be ready to learn. Families are involved in developing strategies to help with their child both at home and at school. <p>Over 21 families were supported by different specialists and plans tailored to suit individual need. School was able to support two children to gain an EHCP and allocate appropriate expertise and support for the children and their families which is ongoing. Four</p>	£4,290

	<p>more EHCP applications are also underway and BESST (our partner agency) are supporting the individuals, families and staff in this process.</p>	
Employ an EWO	<ul style="list-style-type: none"> To continue to raise attendance with an aspirational target for all at 96.5%. The EWO will continue to develop relationships with families and support the school in improving attendance, particularly where there is persistent absenteeism. School attendance for the academic year 2017-18 was broadly in line with the previous year and had it not been for the number of family holidays taken, the figure would've been higher (average attendance for those children who did not take a holiday was 96.24%). Children eligible for PP had attendance within 0.4% of the whole school figure. The EWO worked closely with PSA to tackle poor attendance and support improvements. This included working with F1 children and their carers to instil good habits ahead of full time school. The number of children with PA (persistent absenteeism) fell compared to 2016-17. 	£3,953
Use of CPOMS safeguarding tracker	<ul style="list-style-type: none"> To continue to use the CPOMS safeguarding online system. All safeguarding information is stored securely and is instantly accessible to the appropriate staff. This supports the successful recording and sharing of information in a time efficient manner. 	£895
Continue to employ a PSA and Learning Mentor	<ul style="list-style-type: none"> To support parents, carers and pupils with educational, emotional and behavioural issues. To extend positive working relationships with hard to engage families, supporting the whole family. To support parents in supporting their child's learning. To provide adult learning support for Parents and Carers. To be lead professionals on EHA plans and co-ordinate support packages The PSA and Learning Mentor initiated and maintained EHA plans (relating to over 30 children), organising and facilitating regular meetings and sourcing appropriate professionals to be partners to the plan, including school health, CAMHS, housing and adult services. Parents were supported in seeking additional support with the PSA and Learning Mentor signposting parents to services, attending appointments and providing social and emotional support. Applications to respite services and support agencies were also successful. This included families not currently working with an open EHA. The Solihull Parenting Course was successfully delivered, enabling Parents to attend in a friendly and familiar environment, with familiar staff. The Learning Mentor worked with almost 60 children during the year (targeted work). Each child had an individually tailored plan based on their social, emotional or behaviour need or was seen on an 'as and when' basis depending on their individual need. 	£43,661

	<ul style="list-style-type: none"> • The PSA and EWO worked weekly to analyse and monitor attendance using the school's SIMS attendance tracking document. Panel meetings and home visits were conducted where there was cause for concern and patterns identified and tackled early. Referrals for formal action were made where attendance remained an issue despite school intervention and support. • PSA worked with individuals in school, initiated EHAs and supported families where issues were raised that were impacting on attendance. • A weekly coffee morning was held to provide a forum in which Parents could meet and share any concerns, be involved in the life of the school and socialise and share experiences with other parents. 	
Employ additional teaching staff	<ul style="list-style-type: none"> • In KS1 to employ a teacher to enable Y1 and Y2 to be taught separately and with smaller group sizes during the morning • To raise children's self-esteem and their basic skills. To support children's physical development in the EYFS to aid writing skills. • To employ an additional SMSA to meet the increased challenging needs of the current school community • The % of children with improved physical skills in EYFS continues to rise, in particular the F1 children who participate in an age appropriate series of structured sessions. This aids transition to F2 and their writing skills. • Additional targeted small group work has maintained the confidence of the Y1 children on their transition from F2 and supported them in making at least expected progress. • Additional SMSA's reduced staff to pupil ratios and this enables a timetable of activities to be implemented, supporting positive behaviour at lunchtime. 	£21,215
Employ two additional LSAs in KS1 and 2 Early Years Practitioners	<ul style="list-style-type: none"> • To support the challenging needs of the current school community and ensure early intervention, language development and support to meet individual needs • To ensure early intervention, language development and the delivery of the Wellcomm programme. • There was a significant rise in the number of children working at ARE (in comparison to their starting points) by the end of the year in EYFS. • In KS1 children were able to access personalised learning and to make progress towards their individual targets. They were also supported in their phonics development. 	£57370
Playgroup	<ul style="list-style-type: none"> • To facilitate a meeting place and support group for Parents with younger children. • To establish links with Parents at the earliest possible opportunity to ensure a smooth transition into school. • To identify and address individual needs and provide support as necessary. • A weekly playgroup for pre-school children, led by the Learning Mentor, supported by the PSA, enabled Parents to come into school on an informal basis and to start to build relationships ahead of their child joining the school role. 	£2057

	<ul style="list-style-type: none"> • The Learning Mentor also supports the F1 children who stay for lunch as part of their 30-hour placement providing continuity and a familiar face for the children. • Playgroup was well attended each week with regular attendees and good relationships formed. Parents were also signposted to agencies for support where required and parents were able to offer each other support and guidance. 	
Scrap Shed Replenishment	<ul style="list-style-type: none"> • To enable the resources in the scrap shed to be replaced and refreshed throughout the year, offering children new challenges to develop their problem solving skills. • Classes continue to access the scrap shed on a regular basis at lunch time, providing them with a focus and new challenges. This also supports positive lunchtime behaviour and the development of collaborative and creative skills. • In addition to lunch times, the scrap shed was accessed by classes on an individual basis to support their learning across the curriculum, particularly PSICHE. 	£1,950
Staffing Costs to run Breakfast and After School Clubs	<ul style="list-style-type: none"> • To provide children with an opportunity to develop personal interests and individual skills. • 30 places were offered at Breakfast club and often it runs at full capacity, meaning its location had to change to accommodate everyone comfortably! Children who attended were prepared well for the start of the school day and enjoyed a nutritious breakfast. • Various after school activities were offered and ran at full capacity all year. Children enjoyed the sessions and were eager to secure a place at the different clubs, e.g. Glee Club (who were able to perform in a regional event at Sheffield Arena), art and craft club and cooking club (which smelt lovely week in, week out!). 	£10,832
Barnsley Music Services	<ul style="list-style-type: none"> • To provide children with the opportunity to access musical instrument tuition. • All children in Y5/6 received musical tuition (brass and percussion) and 1:1 tuition for children was subsidised with opportunities to learn an extended range of instruments this year with brass, percussion, wind instruments and piano on offer either during or after the school day. • By June the Y5/6 children and the KS2 after school percussion group were sufficiently confident to play in a music festival alongside other Barnsley pupils at The Metrodome Complex and demonstrated their skills well to an eager audience. 	£5,529
Curriculum Enhancement, Educational Visits and Life Experiences	<ul style="list-style-type: none"> • To provide children with life experiences to support their learning. • To subsidise a residential allowing children to develop their self-esteem, team building and confidence while experiencing different activities. • To celebrate achievements within the four school teams • Educational visits were planned to provide enrichment to the curriculum and this included visitors coming into school e.g. KS2 held two 'Viking days' which were popular amongst staff and pupils. In addition, team rewards were funded each term to recognise the winning team (Hawks, Eagles, Falcons and 	£4,200

	<p>Vultures). This supported the promotion of positive behaviour systems.</p> <ul style="list-style-type: none"> • Almost 40 children, our highest number of attendees to date, enjoyed a week-long visit to the Lake District and developed a range of skills and accessed a number of activities for the very first time. A number of Parents commented on how the positive effect the week had on their child, the changes they had noted and some could not believe the fears they had successfully faced. 	
Staff Training and Development	<ul style="list-style-type: none"> • To source specific training for Class Teachers and Learning Support Assistants to support and enhance the life and academic success of vulnerable children. • To work with other schools to develop the teaching of maths • Staff across school have accessed appropriate training and this has been disseminated and shared. Training has been related to both the curriculum and wider pupils needs e.g. SEMH. This has included support staff, the PSA and Learning Mentor and SMSA's. Governors too have attended relevant courses. • Work with local schools has continued, including joint moderation and this has enabled professionals to share good practice. Two members of staff have also been members of a regional maths hub and this has enabled them to visit other schools, to share good practice and to initiate improvements to the teaching of mastery in maths. 	£6,000

Pupil Performance Key Stage 1				
% of pupils	2018 Working at expected/above			
	PP	Non-PP	National PP	National Non-PP
Reading	67%	65%	Awaiting national	
Writing	53%	57%		
Maths	73%	81%		

Pupil Performance Key Stage 2				
% of pupils	2018 Working at expected/above			
	PP	Non-PP	National PP	National Non-PP
Reading	69%	63%	Awaiting national	
Writing	75%	79%		
Maths	81%	83%		

Pupil Performance Key Stage 2			
	Reading	Writing	Maths
Average Scaled Score for PP children	105.8	100.8	105.4

Pupil Achievement Key Stage 2			
	Reading	Writing	Maths
Average Progress for PP children	6.86	4.27	6.74

Impact

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement. Termly Governor meetings, and work with the school's LA SEO (School Evaluation Officer) ensure high levels of challenge and accountability.

- Assessment Data is collected termly but reviewed regularly between data collection points by individual teachers, subject leaders and the Deputy Headteacher and Headteacher. Teaching staff, learning support assistants and the Learning Mentor attend and contribute to pupil progress meetings once a term. Individual needs are discussed and the impact of interventions is reviewed. They are adapted or changed if they are not working and children who have not made sufficient progress or who need to make accelerated progress to achieve challenging targets are monitored on year group commentary sheets.
- Leadership time is allocated to enable Leaders of Learning to monitor progress, achievement and attainment in their subject area and to enable the SENDCOs to monitor SEN children.
- Assessments are moderated regularly within Year Group teams to ensure they are accurate and staff attend LA events where available to further support secure judgements.
- Feedback about performance is given to children and parents.
- National Statistical Data, SATS data and the results of the Y1 Phonics Screening Task, along with internal whole school data tracking systems are used to evaluate impact in terms of attainment and progress.