



# Burrsville Infant Academy

## Pupil Premium Grant Expenditure: 2017-2018



Number of pupils and pupil premium grant (PPG) received:			
Total number of pupils on roll	237	Total amount of PPG received	£77, 880
Total number of pupils eligible for PPG	61 children	Total amount of PPG spent end of July 2018	£95,325
Amount of PPG received per pupil	£1276	Date of most recent PP Review	2 <sup>nd</sup> / 3 <sup>rd</sup> November 2016
Total number of pupils eligible for PP in EYFS	10		

### 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 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*

At Burrsville Infant Academy we believe in 'Creating a joy in learning for every child'. Our pastoral care and rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress and have helped us to plan and implement good intervention strategies.

Below is a summary of the range of activities and interventions that the Pupil Premium Grant will fund for 2017-18. This includes some new and discrete activities and interventions that we have always employed that are known to support pupil progress and attainment. Some have cost implications and others have required time within staff meetings, INSET and staff time to research theory and current pedagogical developments in education.

The Pupil Premium Impact Plan for Burrsville Infant Academy includes clear systems to ensure that any funding will impact on children entitled to getting Pupil Premium. This includes the tracking of pupils and the evaluation of additional intervention strategies that will be put in place.

<b>Achievement Profile 2017</b>		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
Year 1 - Phonics Screening Check:	73%	93%
Year 2 – Phonics Re-check:	100%	50%
<b>Key Stage 1: Attainment</b>		
% achieving 'expected' in reading	50%	54%
% achieving 'expected' in writing	42%	42%
% achieving 'expected' in maths	58%	52%
% achieving 'expected' in reading, writing and maths	42%	48%
% achieving 'greater depth' in reading	0%	20%
% achieving 'greater depth' in writing	0%	10%
% achieving 'greater depth' in maths	0%	22%
% achieving 'greater depth' in reading, writing and maths	0%	8%

## Nature of support 2017/2018

The school has set up five areas of expenditure:

### Targeted Staff

One to one learning support 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 learning support 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 Thrive practitioner and is therefore able to support children in groups or on a 1:1 basis with supporting their social and emotional development. This offers opportunities to allow children to deal with their emotional and social worries before being able to access the curriculum.

### 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 and 'a day in the eyes of a child from another country', will enable children to experience cultures they may not have had the privilege of being exposed to.

# Pupil Premium Impact Plan

## 2017/2018

Focus	Barriers to learning	Desired outcomes	Success criteria	Strategies ( <i>Lead</i> )	Implement when? (from and to)	Monitoring (who and when)	Evaluation
<b>Ensure positive behaviours to learning</b>	Early trauma	Positive attitudes to school and learning	Reduced number of red cards term on term	Thrive intervention for individuals and groups ( <i>Mrs Lloyd</i> )	<i>Sept'17- July '18-daily</i>	<b>TF</b> Daily - 08/12/17, 02/02/18, 23/03/18, 18/05/18, 13/07/18	Number of red cards reduced during the autumn (16-6) and spring (19-5) terms.
	Attachment with parents/carers	Children engaged and access the curriculum	Expected level in PSD between disadvantaged pupils and others is equal.	Maze parenting classes ( <i>Mrs Wright</i> )	<i>Oct '17-July '18-daily</i>	<b>MW</b> Weekly - 08/12/17, 02/02/18, 23/03/18, 18/05/18, 13/07/18	SDQ scores reduced.  53 children have accessed Thrive this year, either as a group on 1:1
	Lack of engagement	Personalised timetables and curriculums for identified pupils	Reduced score within the SDQs	Additional capacity to enable children to access the curriculum ( <i>Mrs Finney</i> )	<i>Oct '17-July '18 weekly</i>	<b>KS</b> 08/12/17, 02/02/18, 23/03/18, 18/05/18, 13/07/18	Thrive data shows diminishing differences in most children's social and emotional needs.
	Disruption to learning		Gaps in children's social and emotional needs are closed	Family Wellbeing Practitioner to support parents ( <i>Mrs Wright</i> )	<i>Sep'17-July '18 weekly</i>	<b>MW</b> 27/04/18, 09/07/18	Lesson observations show transition times in lessons are swift.
	Denial of additional needs		Transitions in lessons are swift- no learning time lost		<i>Sept '17-July '18 daily</i>	<b>KS</b> Fortnightly 5+1s starting w/c: 25.09.17	Family Wellbeing Practitioner has supported 35 families this year, including additional transition work with five children

							who are due to start in EYFS in September 2018.  Two children have had personalised timetables this year. This has included weekly sessions at an alternative provision.
<b>Improve the % of children achieving a GLD</b>	Lack of experiences  Limited nursery experience  Children's starting points are low  Limited reading materials at home  Low expectations	Communication skills are at ARE and in line with their peers.  Improved engagement	To diminish the difference of disadvantaged pupils achieving a GLD compared with others.  GLD in line with national	1:1 conferencing <i>(Miss Pargin)</i>  Forest outdoor learning sessions <i>(Mrs Perryman)</i>  Opportunities to visit new places. <i>(Class teachers)</i>  Partake in new experiences <i>(Miss Bickmore and Miss Pargin)</i>	<i>Sept '17-July 18 weekly</i>  <i>Sept '17-July 18 weekly</i>  <i>Oct'17-July '18 half termly</i>  <i>Oct' 17-July '18 half termly</i>	<b>KS</b> 07/12/17, 01/02/18, 22/03/18, 17/05/18, 12/07/18 <b>KS</b> 02/11/17, 11/01/18, 22/02/18, 19/04/18, 07/06/18, 12/07/18 <b>KS/CM</b> 02/11/17, 11/01/18, 22/02/18, 19/04/18, 07/06/18, 12/07/18 <b>KS/CM</b> 02/11/17, 11/01/18, 22/02/18, 19/04/18, 07/06/18, 12/07/18	Disadvantaged children did not perform in line with their peers in reading, writing and number however the data gap was smaller for the prime areas of learning.  GLD was above national (school: 72%, national: 71.5%)
<b>Increase the % of pupils meeting ARE in reading, writing and maths</b>	Inability to relate to texts  Lack of experiences  Limited materials at home  Negative experience of	Improved engagement and attainment.  Raise aspirations	All pupils make at least Good progress  87% of pupils meet the expected standard in Year 1 phonics screening, with disadvantaged pupils achieving in	1:1 conferencing <i>(Class teachers)</i>  Forest outdoor learning sessions <i>(Mrs Perryman)</i>  After school reading club <i>(Mrs Hammerton and Miss Bickmore)</i>	<i>Sept '17-July '18 weekly</i>  <i>Sept '17-July '18 weekly</i>  <i>Sept '17-July '18 weekly</i>	<b>SH/KS</b> 07/12/17, 01/02/18, 23/03/18, 18/05/18, 13/07/18 <b>KS</b> 02/11/17, 11/01/18, 22/02/18, 19/04/18, 07/06/18, 12/07/18 <b>KS</b> Pupil progress	87.4% of children achieved the expected standard in phonics – non-disadvantaged pupils out-performed their peers.  Year 2 Cohort Expected+: R: 70%, W: 60%, M: 71%

	<p>parent's schooling</p> <p>External factors</p>		<p>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 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>Reading comprehension <i>(Mrs Bareham and Miss Kent)</i></p> <p>RM maths <i>(Mrs Green)</i></p> <p>Phonics interventions <i>(Miss Poole)</i></p> <p>Accelerated maths groups <i>(Mrs Barker)</i></p> <p>Accelerated writing groups <i>(Mr Wainford)</i></p> <p>Opportunities to visit new places. <i>(Class teachers)</i></p> <p>Partake in new experiences <i>(Miss Bickmore)</i></p> <p>Specific focus of PPG children in Pupil Progress Meetings <i>(Class teachers)</i></p> <p>Challenge Days with</p>	<p><i>Oct '17-July '18 weekly</i></p> <p><i>Nov '17-July '18 3x week</i></p> <p><i>Nov '17-July 17 3x week</i></p> <p><i>Oct'17-July '18 half termly</i></p> <p><i>Oct'17-July '18 half termly</i></p> <p><i>Nov'17-July '18 half termly</i></p> <p><i>Nov'17-July '18 half termly</i></p> <p><i>Nov'17-July '18 half termly</i></p> <p><i>Nov'17-July</i></p>	<p>meetings-half termly</p> <p><b>KS</b> Pupil progress meetings-half termly</p> <p><b>KS/CM</b> 02/11/17, 11/01/18, 22/02/18, 19/04/18, 07/06/18, 12/07/18</p> <p><b>KS/CM</b> 02/11/17, 11/01/18, 22/02/18, 19/04/18, 07/06/18, 12/07/18</p> <p><b>KS</b> Pupil progress</p>	<p>Disadvantaged Expected+: R: 50%, W: 41%, M: 50%</p> <p>Year 2 Cohort GDS: R: 22%, W: 12%, M: 14%</p> <p>Disadvantaged GDS: R: 12%, W: 3%, M: 6%</p> <p>Progress of all groups: Exp.+ R: 83%, W: 80%, M: 88%</p> <p>Disadvantaged: R: 71%, W: 77%, M: 79%</p>
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				partnership schools- Primary and secondary (Curriculum Teams)  Breakfast club (Mrs Milnes)	'18 half termly	meetings-half termly  <b>KS</b> 27.11.17, 29.01.18 19.03.18, 14.05.18, 02.07.18.  <b>KS/CM</b>					
<b>Improve speaking and listening skills</b>	Limited role models  Limited resources at home to support early communication  Delayed speech  Children unable to clearly articulate their understanding	Children can articulate themselves  Children can engage in conversations with their peers and adults	Significant increase in the % of children who are at ARE in Speech and Language. 90% by July 2018  The expected level in CLL between disadvantaged pupils and others is equal.	WellComm assessments- all children screened (Miss Chapman)  Individual or target groups to development language (Miss Chapman)  Communication friendly spaces (EYFS-Class teachers)  Speech and language therapist (Miss Platt)  Speech and language TA to deliver the sessions (Miss Chapman)	Sept '17 daily  25/09/17- July '18  11/09/17- July '18  Sept '17-July '18 half a day a week  Oct '17-July '18 daily	<b>TF/AP</b> 20/10/17, 01/12/17, 08/02/18, 16/03/18, 03/05/18, 06/07/18  <b>TF</b> 20/10/17, 01/12/17, 08/02/18, 16/03/18, 03/05/18, 06/07/18  <b>AP</b> Weekly-leadership time  <b>TF</b> 20/10/17, 01/12/17, 08/02/18, 16/03/18, 03/05/18, 06/07/18  <b>TF</b> 20/10/17, 01/12/17, 08/02/18, 16/03/18, 03/05/18, 06/07/18	Children assessed as using age-appropriate language using the WellComm screening: <table border="1"><thead><tr><th>Sept '17</th><th>July '18</th></tr></thead><tbody><tr><td>28.8%</td><td>98.3%</td></tr></tbody></table> 98.3% of EYFS children at ARE using the WellComm screening in July 2018.  CLL data from July 2018 – children at expected: all: 83.1%; disadvantaged: 84.8% - in-line	Sept '17	July '18	28.8%	98.3%
Sept '17	July '18										
28.8%	98.3%										
<b>Improve attendance</b>	Parental responsibility	Reduced PAs  Increased	Disadvantaged pupils meet attendance target	Weekly group tracking of disadvantaged pupils (Mrs Lingwood)	Sept '17-July '18 Weekly	<b>KS</b> Weekly-Friday	Attendance for disadvantaged boys is broadly in-line with				

<p><b>and reduce the % of PAs for disadvantaged boys</b></p>	<p>Lack of recognition of the importance of school</p> <p>Behaviours at home</p>	<p>attendance in line with others</p>	<p>of 96%</p> <p>Weekly attendance of disadvantaged boys to be in line with others</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, <i>scooter, cinema trips</i> <i>(Mrs Lingwood)</i></p>	<p><i>Sept '17-July '18 Weekly</i></p> <p><i>Sept '17-July '18 Monthly</i></p> <p><i>Sept '17-July '18 daily</i></p> <p><i>Sept '17-July '18 daily</i></p>	<p><b>KS</b> Weekly-Friday</p> <p><b>CM</b> Monthly -end</p> <p><b>SLT</b> Weekly</p> <p><b>KS</b> 02/11/17, 11/01/18, 22/02/18, 19/04/18, 07/06/18, 12/07/18</p>	<p>others.</p>
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