



Burrsville Infant Academy

Pupil Premium Grant Expenditure: 2018-2019



Number of pupils and pupil premium grant (PPG) received:			
Total number of pupils on roll	210	Total amount of PPG received	£88,440
Total number of pupils eligible for PPG	54 children	Total amount of PPG spent end of July 2019	
Amount of PPG received per pupil	£1320	Date of most recent PP Review	2 nd / 3 rd November 2016
Total number of pupils eligible for PP in EYFS	15		

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 2018-19. 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.

Achievement Profile 2018		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
Year 1 - Phonics Screening Check:	76.2%	90.9%
Year 2 – Phonics Re-check:	44.4%	33.3%
Key Stage 1: Attainment		
% achieving 'expected' in reading	50%	82%
% achieving 'expected' in writing	41%	71%
% achieving 'expected' in maths	50%	86%
% achieving 'expected' in reading, writing and maths	35%	71%
% achieving 'greater depth' in reading	12%	29%
% achieving 'greater depth' in writing	3%	18%
% achieving 'greater depth' in maths	6%	20%
% achieving 'greater depth' in reading, writing and maths	3%	9%

Nature of support 2018/2019

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 yet have an EHCP but have been awarded IPRA funding and require individual tuition or personal care.

A forest schools HLTA releases each EYFS class teacher for an hour 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 free of charge to ensure that all children benefit from the activities. Certain clubs have been targeted towards the Pupil Premium children and the maths club will operate on an invitation only basis. The Breakfast club operates on a fee basis of £1.50-£2.00 per day, depending on time of arrival, however this will be paid for via Pupil Premium funds for children entitled to PPG. Attending a breakfast club will create a positive start to a child's day which in turn promotes positive learning outcomes. Attendance of pupil premium children at clubs is tracked each half term.

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 provides opportunities for children to deal with their emotional and social difficulties before being able to access the curriculum.

Curriculum enrichment and resources.

Plans and interventions narrow the gap 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

2018/2019

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	<ul style="list-style-type: none"> • Early trauma • Attachment with parents/carers • Lack of engagement • Disruption to learning • Denial of additional needs 	<p>Positive attitudes to school and learning</p> <p>Children engaged and access the curriculum</p> <p>Personalised timetables and curriculums for identified pupils</p> <p>Gaps in children's social and emotional needs are closed</p>	<p>Reduced number of red cards term on term</p> <p>Percentage increase within Thrive strands</p> <p>Progress across Thrive strands</p> <p>Attendance at coffee morning increases term on term</p> <p>Transitions in lessons are swift- no learning time lost</p>	<p>Thrive intervention for individuals and groups (<i>Mrs Lloyd</i>)</p> <p>Family Wellbeing Practitioner to hold weekly school coffee mornings (<i>Mrs Wright</i>)</p> <p>Family Wellbeing Practitioner to support parents (<i>Mrs Wright</i>)</p>	<p><i>Sept'18- July '19-daily</i></p> <p><i>Sept'18- July '19-weekly</i></p>	<p>KS</p> <p>Set up with CL 28.9.18, 2.11.18, 9.1.19, 1.3.19, 26.4.19, 7.6.19, 17.7.19</p>	
Improve the % of children achieving a GLD	<ul style="list-style-type: none"> • Lack of experiences • Limited nursery experience • Children's starting points are low 	<p>Communication skills are at ARE and in line with their peers.</p> <p>Improved engagement</p> <p>Raised</p>	<p>Diminish the difference of disadvantaged pupils achieving a GLD compared with others.</p> <p>GLD is at least in line with national</p>	<p>1:1 conferencing (<i>Miss Pargin</i>)</p> <p>Forest outdoor learning sessions (<i>Miss Harman-Page</i>)</p> <p>Opportunities to visit new places.</p>	<p><i>Oct '18-July 19 weekly</i></p> <p><i>Sept '18-July 19 weekly</i></p> <p><i>Oct'18-July '19</i></p>	<p>AP</p> <p>Monitor frequency of EYFS PP chn reading at home- 25.9.18</p> <p>AP/ EOR</p> <p>Set up story sacks- 2.10.18</p> <p>AP</p>	

	<ul style="list-style-type: none"> Limited reading materials at home Low expectations 	aspirations	Reading is at least in-line with national for all groups	<p><i>(Class teachers)</i></p> <p>Partake in new experiences <i>(Miss Bickmore and Miss Pargin)</i></p> <p>Monitor frequency of disadvantaged pupils reading at home <i>(Class teachers)</i></p> <p>Provide children with story sacks to take home <i>(Miss Pargin and Mrs O'Reilly)</i></p>	<p><i>Termly</i></p> <p><i>Oct' 18-July '19- as appropriate</i></p> <p><i>Oct' 18-July '19- half termly</i></p> <p><i>Oct' 18-July '19- as appropriate</i></p>	<p>Plan 11before11 experience for Autumn term- 16.10.18</p> <p>KS Lesson obs (BHP)-5.11.18</p>	
Increase the percentage of pupils meeting ARE in reading, writing and maths	<ul style="list-style-type: none"> Inability to relate to texts Lack of experiences Limited materials at home Negative experience of parents' schooling External factors 	<p>Improved engagement and attainment</p> <p>Raise aspirations</p>	<p>All pupils make at least expected progress</p> <p>85-90% 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>Diminish the</p>	<p>PiXL Therapy groups for identified children <i>(Class teachers, Miss Clow and Mrs Turner)</i></p> <p>Weekly core group meetings to monitor the progress of learners and identify children requiring Therapy sessions <i>(Miss Siggery)</i></p> <p>After school maths club <i>(Mrs Hammerton and Miss Bickmore)</i></p> <p>Reading comprehension <i>(Mrs Bareham)</i></p>	<p><i>Sept '18-July '19 daily/ weekly</i></p> <p><i>Sept '18-July '19 weekly</i></p> <p><i>Sept '18-Dec' 19- weekly</i></p> <p><i>Oct '18-July '19 weekly</i></p>	<p>KS Weekly PiXL meetings with core group, starting 14.09.18</p> <p>KS Pupil progress meetings- half termly – 19.10.18, 19.12.18, 15.02.19, 04.04.19, 23.05.19.</p> <p>KS 5+1s PiXL- 13.11.18, 29.01.19, 05.03.19, 26.03.19, 25.06.19.</p> <p>All staff Organise challenge days.</p> <p>Maths- 23.01.19 Sports- 09.10.18</p>	

			<p>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 expected</p>	<p>RM maths <i>(Mrs Green)</i></p> <p>Phonics interventions <i>(Miss Davis)</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 partnership schools- Primary and secondary <i>(Curriculum Teams)</i></p> <p>Breakfast club <i>(Mrs Milnes)</i></p>	<p><i>Oct '18-July '19 daily</i></p> <p><i>Nov '18-July '19 weekly</i></p> <p><i>Oct'18-July '19 half termly</i></p> <p><i>Oct'18-July '19 half termly</i></p> <p><i>Oct'18-July '19 half termly</i></p> <p><i>Oct'18-July '19- throughout the year</i></p> <p><i>Sept '18-July '19 daily</i></p>	<p>Science- 12.03.19 CLL- 03.06.19 Computing- 05.02.19 Creative arts- 09.07.19</p>	
<p>Improve speaking and listening skills</p>	<ul style="list-style-type: none"> Limited role models Limited resources at home to support early communication Delayed speech 	<p>Children can articulate themselves</p> <p>Children can engage in conversations with their peers and adults</p>	<p>Significant increase in the percentage of children who are at ARE in Speech and Language in EYFS – at least 90% by July 2019</p> <p>The expected level</p>	<p>WellComm assessments- all children screened <i>(Miss Chapman)</i></p> <p>Individual or target groups to development language <i>(Miss Chapman)</i></p> <p>Communication friendly</p>	<p><i>Sept '18-July '19 daily</i></p> <p><i>Sept '18-July '19 daily</i></p> <p><i>Sept '18-July</i></p>	<p>KS/ AP Monitor interventions- 04.10.18, 15.11.18, 06.02.19, 19.03.19, 09.05.19, 18.06.19.</p> <p>AP Weekly-leadership time</p>	

	<ul style="list-style-type: none"> Children unable to clearly articulate their understanding 	Children have understanding of key concepts, appropriate to their age and stage	<p>in CLL between disadvantaged pupils and others is equal.</p> <p>90% of children in KS1 assessed as 'met' in Speaking and listening - July 2019</p>	<p>spaces (<i>EYFS - Class teachers</i>)</p> <p>Speech and language therapist (<i>Mrs Bedford</i>)</p> <p>Speech and language TA to deliver the sessions (<i>Miss Chapman</i>)</p>	<p>'19 daily</p> <p>Sept '18-July '19 one day a week</p> <p>Sept '18-July '19 daily</p>		
Improve attendance and reduce the percentage of PAs for disadvantaged boys	<ul style="list-style-type: none"> Parental responsibility Lack of recognition of the importance of school Behaviours at home 	<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 – phone calls home (<i>Mrs Lingwood</i>)</p> <p>Support from Aquinas Attendance Solutions for children whose attendance is below 95% (<i>Paul Watkins</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, cinema trips (<i>Mrs Lingwood</i>)</p>	<p>Sept '18-July '19 weekly</p> <p>Sept '18-July '19 daily/ weekly</p> <p>Sept '18-July '19- as needed</p> <p>Sept '18-July '19 daily</p> <p>Sept '18-July '19 4x weekly</p> <p>Sept '18-July '19 termly</p>	<p>KS Weekly- ever Friday, starting 14.09.18.</p> <p>PW - Aquinas Half termly visits, fist one on 21.09.18</p> <p>SLT Weekly</p>	