



Pupil Premium Funding

What is Pupil Premium Funding?

The government provides funding to schools for children who are currently eligible and/or have been in eligible for free school meals over the last 6 years.

Eligibility is based on a range of factors ie

- Receipt of Income support or Job Seekers Allowance
- Child Tax Credit with an annual taxable income of less than £16,190
- The Guarantee Element of state Pension Credit
- Support under Part VI of immigration & Asylum Act 1999
- Employment and Support Allowance (income related)

There is also funding available for children who have parents serving in the armed services and for children in care or who have been adopted.

How does the school have to spend this money?

This money should be used to close the attainment gaps between children who are disadvantaged and those who are not.

The school needs to be able to show how the children that draw the funding into school are benefiting and having their provision in school enhanced and enriched. For example ~ additional resources such as books, equipment school uniform, additional focus activity or support, work with the families etc.

At Barwell Infants we consider carefully the barriers to learning for these groups of children and then focus the spending on strategies to reduce these barriers. The school generates Pupil Premium Spending Rationals.

How much does Barwell Infants receive?

Funding is provided using the census data from January each year.

- 2013 ~ £37,477
- 2014 ~ £54,700
- 2015 ~ £48,120
- 2016 ~ £41,520
- 2017 ~ £30,960
- 2018 ~ £43,820

What is the impact of how we spend this money that we receive?

The School's Pupil Premium Strategy is reviewed each year.

At the end of each annual section is the numerical attainment and progress outcomes for the Pupil Premium Groups

As a school we also consider the impact in terms of how the children are developing and progressing as children, as learners as well as within their learning.



Academic Year 2018-19

Date Strategy Set :September 2018

Planned Review :September 2019

Financial Year 2018-19	Num of Children	Fund per child	Total
Number of children eligible based on Jan'18 census	26 (FSM&E6)	£1320	£34,320
Number of 'Service Children' (those with parents serving in the armed forces)	1	£300	£300
Number of children in care/adopted	4	£2300	£9,200
Total amount received by our school			£43,820
Mid Yr funding LAC (PEP)			

<u>Academic Year 2018-19</u> ~ Nature of Support / Actions Taken	Cost
1) Contribution to 4 x1:1 LSA roles for SEND children with PP status. This also supports PP peers within the classes by reducing impact on their T&L Also delivering Speech & Language program for PP children	£10,000
2) Lunchtime adult to support target SEND children with PP status in dining hall, playground & 'chill out' club.	£1500
3)Continued Temp LSA post to enable morning deployment of HLTA/TA for morning support, intervention by support & T and afternoon release for ELSA (x3pms) Fun Time (1xpm) T intervention 1xpm	£7,000
4) ELSA training support & resources	£870
5) Contribute to SENco salary & resources (high numbers of PP also SEN)	£3000
6) Training Courses & Supply for Pupil Premium Overview Role	£750
7) Source external Play Therapist for targeted SENDPP status children to access	£3000
8) Contribution to focused T&L developments to raise outcomes in writing	£2500
9) Contribution to focused T&L developments to raise outcomes in reading	£1000
10) Y2 Teaching Post	£10,800
11) Sports Coach Focused Intervention & Clubs incl PP ch & parents	£750
12) Contribution to development of 'Peaceful Reflection Area' for children H&WB and H&WB opportunities over the school year	£1000
13) Uniforms, Milks, Foods, Clubs and Trips Subs	£3200
14) Contribute to club leaders costs	£200
TOTAL EXPENDITURE of allocated ££43,820	£43,820



Pupil Premium Spending 'Rationale' 2018/19

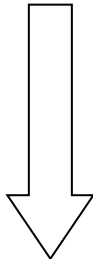
- 2018-19 will see the funding used in a similar way to previous years to support staffing where the strategy has been effective in improving progress & success for PP children.

In particular...

- HLTA/TA release for each morning phonic groups, additional class support and intervention and afternoon ELSA, Fun Time & Intervention
- Use of some Sports Coach time for intervention, clubs and family activity to include PP
- Continued contribution to trips, clubs, uniforms, foods.
- Contribution to LSA 1:1 roles for children with SEND / EHCP and PP status

NB This continues to be a barrier to PP achievement ~ noted below (1). This forms a substantial part of the proposed spending overview.

<u>(1) Possible Barrier To Learning Identified:</u>	PP children involved	Evid Trail
Increasing numbers of pupil premium children have additional needs / which places them on the SEN register or requiring 1:1		
<p><u>Planned Action:</u></p> <ul style="list-style-type: none"> • Recruit a direct support LSA for identified EYFS, Y1 and Y2 children All have SEND and PP status so use of PP funds can enhance the 1:1 hours. This will also reduce impact on PP children and peers within the class • Continue with the LSA lunchtime support offering dining hall and lunchtime 'chill out' club. • Use partial PP funds to enable Speech & language roll out therapist plans for PP children • Source Play Therapist of targeted SEND ch with PP status • Use partial PP funds towards Senco Salary to support PP SEN children • Resources for PPVIT & SEN PP children • SENco attend PP training and take on role of PP over-viewer • Sports Coach Intervention to roll out Physical Therapist plans for SEN child with PP funding • ELSA support (2 adults) Supervision Training and resources 	<p>7SENDPP target + PP peers within <u>all</u> classes 10 PP + PP peers 7 PP 4-6PP 14SEND PP 2PP ch All PP ch TBC PP ch TBC PP ch</p>	

<u>(2) Possible Barrier To Learning Identified:</u>	PP children involved	Evidence Trail
T&L pedagogies & provision within English		
<p><u>Planned Action:</u></p> <ul style="list-style-type: none"> • Target Writing Training for Y1 team (to build upon EYFS experiences) <ul style="list-style-type: none"> ➢ Training Support form 'Learning Lady' Autumn Term ➢ Training Support from SLE Autumn 2 - Spring 2 ➢ Peer Observations • Y2 Writing training for support staff from 'Learning Lady' for target PP • Year 1 & 2 Guided Writing training for teachers for other target PP ch • Year 1 & Y2 regular additional writing intervention over year incl PP ch • EYFS embed successful 2016-18 new pedagogies, approaches & provision • Reading ~ Source targeted intervention approach & implement. • Y2 Phonic groups • Phonic training & support by SENco for Y1 and Y2 groups with SENDPP 	<p>All PP children</p> 	



Academic Year 2017-18

Date Strategy Set :September 2017

Planned Review :September 2018

Financial Year 2017-18	Num of Children	Fund per child	Total
Number of children eligible based on Jan'17 census	23 (FSM&E6)	£1320	£30,360
Number of 'Service Children' (those with parents serving in the armed forces)	2	£300	£600
Number of children in care/adopted	0	£1900	£0
Total amount received by our school			
Mid Yr funding LAC (PEP)			£30,960

Academic Year 2017-18 ~ Nature of Support / Actions Taken	Cost
1) Contribute to EYFS Temp Intervention Teacher	£6,300
2) Continued Temp LSA post (release of HLTA ams additional supp & intervention)	£6,000
3) Contribute towards 1:1 LSA support (reduce impact upon PP ch learning & lunch support)	£6,000
4) ELSA training support	£500
5) Clubs and Trips Subs	£200
6) Contribute to club leaders costs	£200
7) Uniforms & Milks	£1800
8) Emergency breakfast/food req	£200
9) Training Courses & Supply for Pupil Premium Overview Role	£750
10) Contribute to SENco salary & resources (high numbers of PP also SEN)	£1000
11) Contribute to Speech & Language Role (PP ch with SP & Lang)	£1000
12) Contribute to 1:1 SEN for PP child with Top Up Funding	£1000
13) Contribution to focused T&L developments to raise outcomes	£1410
14) FOW post (10hours) to fill current vacancy Jan-Jul	£2000
15) FOW costs (petrol phone)	£100
16) Sports Coach Focused Intervention & Clubs incl PP ch & parents	£2500
TOTAL EXPENDITURE of allocated £30,960	30,960



BARWELL INFANT SCHOOL

Pupil Premium Spending 'Rationale' 2017/18

- 2017-18 saw the funding used in a similar way to previous years to support staffing where the strategy has been effective in improving progress & success for PP children. In particular...
 - HLTA release for each morning phonic groups, additional class support and intervention
 - Use of some Sports Coach time for intervention, clubs and family activity to include PP
 - Continued role of additional EYFS teacher for intervention and enabling smaller teaching groups, impacting positively upon all ch Incl PP
- There was also be continued contribution to trips, clubs, uniforms, foods.
- This year there had been a further identification of a barrier to PP achievement ~ noted below (1). This forms a substantial part of the proposed spending overview.

<u>(1) Possible Barrier To Learning Identified:</u> Increasing numbers of pupil premium children have additional needs / which places them on the SEN register	PP children involved	Evid Trail
<u>Planned Action:</u> <ul style="list-style-type: none"> • Recruit a 1:1 LSA for EYFS child with some SEN top up funding. This child is also PP so use of PP funds can enhance the 1:1 hours. This will also reduce impact on PP children and peers within the class • Deploy 1:1 to high level SEN child awaiting TU Funding. This child is also PP enabling fund to enhance support. This will also reduce impact on PP children and peers within the class • Continue with the specialist LSA offering playtime and lunchtime 'chill out' club. • Use partial PP funds to enable employment of part time Speech & language LSA to roll out therapist plans for PP children • Use partial PP funds towards Senco Salary to support PP SEN children • Resources for PPVIT & SEN PP children • SENco attend PP training and take on role of PP over-viewer • Sports Coach Intervention to roll out Physical Therapist plans for SEN child with PP funding • ELSA support (2 adults) Supervision Training and resources • Early Intervention in EYFS through additional teacher role • Redeployment of strong QFTeacher and TA to Year 2 with majority of Y2 PP children 	1 PP + PP peers within class 1 PP + PP peers within class 6PP ch Tbc PP ch Tbc PP ch 1 PP child 1PP child Tbc PP ch Tbc PP ch 9PP ch	Prov maps Passpt Prog target Data Sp&L plans / Target revise TELA Intv notes ELSA notes Data

<u>(2) Possible Barrier To Learning Identified:</u> It is common for the PP children to be also identified within the school vulnerable group.	PP children involved	Evidence Trail
<u>Planned Action:</u> <ul style="list-style-type: none"> • Recruit a Family Outreach Worker. Role will include (but not limited to) <ul style="list-style-type: none"> ➢ Signposting families to early help and other useful services ➢ Support with documentations ie benefit claims etc ➢ Home visits & regular meetings ➢ Supporting and following up attendance of PP children ➢ Focused support in crisis with other professionals ➢ Improving engagement in school activities & home learning ➢ Supporting adult needs ie mental health & well being ➢ Communications with pre school and feeder schools 		POST DID NOT PROCEED FUNDS RE ALLOCATED TO SEND PP post



STRATEGY REVIEW SEPTEMBER 2018

- ✓ Points 1-13 & point 16 on the spending overview were implemented successfully

Point 13 T&L focussed substantially on EYFS provisions as a strategy for quality early intervention and Y2 writing & maths for focus children.

- ❖ Point 14 -15 have not been implemented as funds were diverted to SENDPP posts



Pupil Premium Outcomes (Jun 2018 data)

EYFS ~

- Progress is evident for all 10 children, with strong progress evidence for 6.
- 4 Pupil Premium achieved GLD, of the 6 who didn't 2 are high level SEN and 1 initial concern
- FSM GLD 44% Non 80% Disadv GLD 40% Non 81%

Year 1 ~

- 3 Pupil Premium children made at least expected progress in reading, 2 in writing and 4 made at least expected progress in Maths.
- These children did not attain well against the end of Year 1 expectations

Y1 Phonic Screen

- 33% of FSM children passed the screen, 2 of those who did not are SEN
- 40% of PP children passed the screen, 2 of those who did not are SEN

Year 2 ~

- 33% of PP made expected progress or above in Reading comp to 55% non PP
44% of PP made expected progress or above in Writing comp to 66% non PP
56% of PP made expected progress or above in Maths comp to 73% non PP
- Outcomes for FSM children have been sustained in W & M.
- PP children are being outperformed by Non PP in Reading and significantly so in writing. The gap is smallest in Maths PP-2% so performance of PP children is similar to non PP in Maths.

'18 Grps	R	W	M	'18 Grps	R	W	M	'18 Grps	R	W	M
FSM	42.9	14.3	57.1	PP	53.8	30.8	61.5	Disadv	50.0	28.6	57.1
Not F	67.9	62.3	64.1	Not P	68.1	63.8	63.8	Not Dis	69.6	65.2	65.2

- The difference between PP and non PP in Maths is continuing to diminish (2016 M was -10% 2017 -4% 2018 -2%)



Academic Year 2016-17

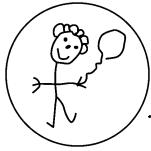
Date Strategy Set :September 2016

Planned Review :September 2017

2016-17 will the funding used in a similar way previous years to support staffing systems to allow improved outcomes for children and to provide uniforms, milks etc.

Financial Year 2016-17	Num of Children	Fund per child	Total
Number of children eligible for FSM 15 (+16E6) based on Jan'16 census	31 (FSM&E6)	£1320	£40,920
Number of 'Service Children' (those with parents serving in the armed forces)	2	£300	£600
Number of children in care/adopted	0	£1900	£0
Total amount received by our school			
Mid Yr funding LAC (PEP)			£41,520

<u>Academic Year 2016-17</u> ~ Nature of Support / Actions Taken	Cost
1) Sports Coach top up for PP intervention, PP clubs & PP parents	£5,200
2) Continued Temp TA post (release of HLTA 1)	£11,000
3) Continued Temp LSA post (release of HLTA 2 ams)	£6,000
4) Contribute towards Temp T post (for bulge EYFS 66)	£6,600
5) Contribute towards 1:1 LSA support (reduce impact upon PP ch learning & lunch support)	£6,000
6) ELSA training support	£500
7) Clubs and Trips Subs	£200
8) Contribute to club leaders costs	£200
9) Milk	£1,000
10) Uniforms	£800
11) Emergency breakfast/food req	£250
12) Contribution to focused T&L developments to raise outcomes	£1170
13) FOW post (10hours) to fill current vacancy Jan-Jul	£1,800
14) FOW costs (petrol phone)	£100
15) Staffing for breakfast club (Apr-Jul) *dependent upon building project completion	£*
16) Contribution to 'Pupil Premium' responsibility for nominated adult salary & relevant training	£500
TOTAL EXPENDITURE of allocated £41,520	41, 520



BARWELL INFANT SCHOOL

Pupil Premium Spending 'Rationale' 2016/17

<p><u>Possible Barrier To Learning Identified:</u> Increased numbers of children entering EYFS above PAN reducing ratio's and impacting upon provision. (NB EYFS outcomes for PP children is targeted to improve, the increased numbers are causing a reduction in ratios, learning space & impacting upon provision, which is likely to impact upon the most vulnerable.)</p>	<p>PP children involved</p>	<p>Evidence Trail</p>
<p><u>Planned Action:</u></p> <ul style="list-style-type: none"> Recruit an additional teacher to improve ratios and enable teaching provision to continue. Key role within teaching will be small group teach of identified PP children 	<p>3PP within setting</p>	<p>Recruitment Intervention & support plans</p>

<p><u>Barrier To Learning Identified:</u> A few PP children are arriving at school hungry, this is impacting upon how they settle for learning, on their concentration and at times upon the learning of their peers. (There have also been times when these few PP children have required additional food during the day (mid afternoon))</p>	<p>PP children involved</p>	<p>Evidence Trail</p>
<p><u>Planned Action:</u></p> <ul style="list-style-type: none"> Purchase basic healthy breakfast bars for the morning Purchase suitable snacks during day ie raisins Purchase of additional milk / suitable juice Allocation of room space and adult for purposes of eating 	<p>8 PP children snacks All PP ch milk</p>	

<p><u>Barrier To Learning Identified:</u> PP children being signed up for after school clubs as a form of 'childcare' need</p>	<p>PP children involved</p>	<p>Evidence Trail</p>
<p><u>Planned Action:</u></p> <ul style="list-style-type: none"> Recruit adults to lead increased provision of after school clubs Increase number of clubs on offer & broaden for wider interests Roll out building project Offer morning breakfast club 8.10-8.55am (priority given to vuln ch) 	<p>ALL PP children, multiple opportunities</p>	<p>Club lists NB build project not viable Gov Mins</p>

<p><u>Possible Barrier To Learning Identified:</u> Class staff & key leaders aware of PP, tracking of provision and data for PP children. This systems could be refined further.</p>	<p>PP children involved</p>	<p>Evidence Trail</p>
<p><u>Planned Action:</u></p> <ul style="list-style-type: none"> Generate responsibility area and allocate (SLT member) Lead adult to attend training Lead adult to lead termly cascade/update information 	<p>ALL PP ch tracked</p>	<p>Tracking grids PProg meetings SLT notes FOS notes</p>

Use of PP funding in previous years continuing where barriers were similar to those identified and where the actions were effective	PP children involved	Evidence Trail
Planned Action: <ul style="list-style-type: none"> Continued employment of additional adults to allow specialist intervention <u>and</u> targeted intervention (incl SEAL & ELSA) Continued employment of specialist LSA to provide individualized support & lunch time chill out club Continued contribution to Sports Coach hours for targeted intervention and provision of healthy lifestyle/exercise opportunity Provision of uniform, book bag, PE bag & kit Provision of milk for PP children Planned recruitment of FOW (10 hrs per week) as this post is currently vacant 	15 PP ch 7 PP ch 12 PP Intv All PP clubs All PP ch All PP ch POST NOT FILLED	



STRATEGY REVIEW SEPTEMBER 2017

- ✓ Points 1-12 on the spending overview were implemented successfully
- ❖ Point 13 -16 have not been implemented and should be considered for 2017/18



The Impact Of The Spending (Jun 2017 data)

EYFS ~ There were 3 FSM children (PP) of which 2 were SEN and all 3 were also identified within the school vulnerable group

- ✓ There was at least expected progress evidence for 2 children with some evidence of better than expected progress (**GREEN**) given attainment on entry.
Ch C has identified SEN, EP involvement and the school are collecting evidence for TUFunds.

	ENTRY READ	EXIT READ	ENTRY WRITING	EXIT WRITING	ENTRY MATHS	EXIT MATHS
Ch A	30E	40D	30E	40E	30E	40E
Ch B	30E	2	30E	40S	30S	2
Ch C	22S	30D	22S	30D	22S	30S

- ❖ None of the PP children achieved GLD, 2 attained well given start point.

	L&A	U	Sp	M&H	H&SC	Conf	MF&R	Rels	R	W	N	SSM
Ch A	40S	40D	40D	2	2	2	2	2	40D	40E	40D	40D
Ch B	2	2	40D	40D	40S	2	2	2	2	40S	2	2
Ch C	30D	30S	40E	30D	30S	30S	30S	30S	30D	30D	30S	30S

Year 1 ~ 12 PP children (incl 6 FSM)

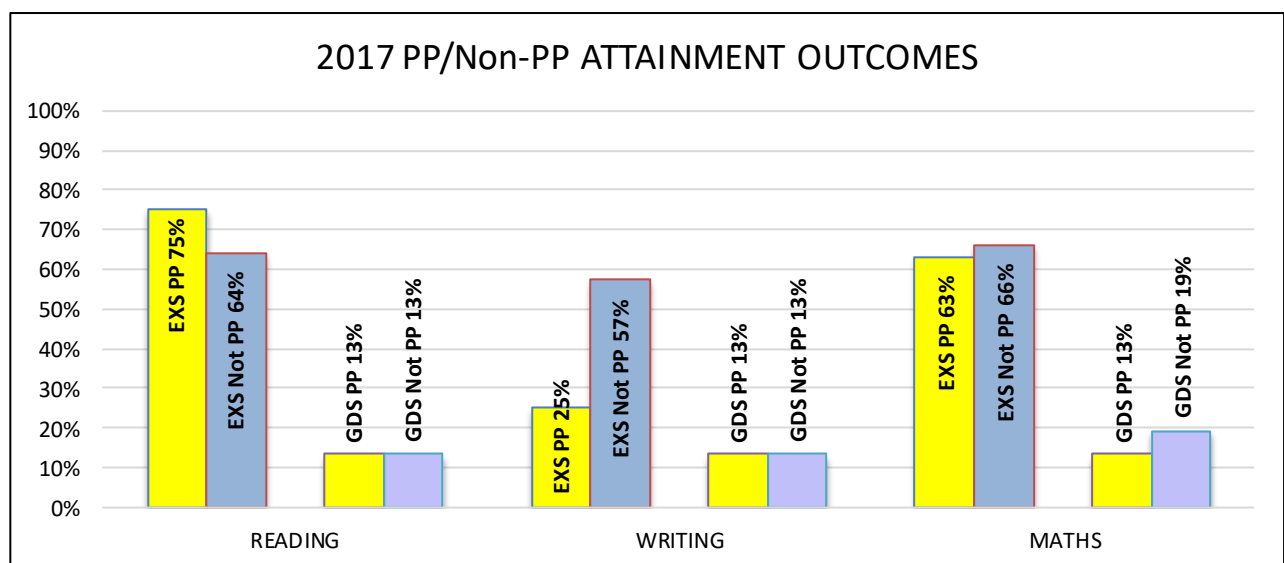
Of the PP group 7 were identified within the school vulnerable group(s) too

- ✓ 100% of FSM children (6) passed the phonic screen, so achievement is at least matched non FSM peers (81.5% of non FSM ch passed)
- ✓ 93% of PP children (11/12) passed the phonic screen, so achievement is at least matched to non PP peers (80% of non PP ch passed)
- ✓ Through Year 1 83% (10 /12) made at least expected progress in reading, of which 50% made accelerated progress
- ✓ Through Year 1 83% (10/12) PP children made at least expected progress in writing, of which 25% made accelerated progress
- ✓ Through Year 1 100 % made at least expected progress in Maths, of which 92% made accelerated progress
- ❖ 50% of the PP groups reached their AAE in Reading, Writing & Maths, 1 or 2 of which reached greater depth.

Year 2 ~ Of the 8 PP group 7 were identified within vulnerable groups

- ✓ Through Year 2, 86% of the FSM group made expected progress or above in Reading, 43% in Writing and 72% in Maths
- ✓ Through Year 2, 90% of PP group made expected progress or above in Reading, 50% in Writing and 70% in Maths.
- ✓ Outcomes for PP children have improved on 2016 Y2 exit data. Notably so in Reading (up by 42%) & Maths (up by 22%). Writing has improved by 5%.
- ✓ PP children are now outperforming non PP children in Reading
- ✓ The difference between PP and non PP in school reaching the expected level and above is diminishing on school 2016 data in Reading - was 10% and is now +10.8%. Maths was -10% and is now -4%

External Data Review by L Smith



Evaluation: Only 8 pupils were counted in the PP group against 53 non-PP so gap comparisons etc. are not fully reliable. However, **except for EXS in writing the PP group achieved similarly to their classmates & better in reading EXS.** National comparators are not currently available.



Academic Year 2015-16

Date Strategy Set :September 2015

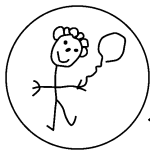
Planned Review :September 2016

2015-16 will the funding used in a similar way to2014/15 to support staffing systems to allow improved outcomes for children (as reflected in the June 2015 data)

This year we will be providing our pupil premium children with milk, a uniform and a PE kit.

Financial Year 2015-16	Num of Children	Fund per child	Total
Number of children eligible for FSM	36 (FSM&E6)	£1320	£47520
Number of 'Service Children' (those with parents serving in the armed forces)	2	£300	£600
Number of children in care/adopted	0	£1900	£0
Total amount received by our school			£48,120
Mid Yr funding LAC (PEP)			

<u>Academic Year 2015-16</u> ~ Nature of Support / Actions Taken	Cost
1) Family Outreach Worker (10 hours per week Aug - Jul)	£3,400
2) Costs linked to FOW role ~ phone, call fees, petrol, family event refreshments etc	£120
3) Sports Coach top up for PP intervention, PP clubs & PP parents	£10,000
4) Continued Temp TA post (release of HLTA 1)	£11,000
5) Continued Temp LSA post (release of HLTA 2 ams)	£6,000
6) Contribute towards Temp LSA post (now Y2 buldge)	£8800
7) Contribute towards 1:1 LSA support† (reduce impact upon PP ch learning & lunch support)	£6,000
8) ELSA Training including additional adult	£100
9) Increase ELSA Resources	£400
10) Clubs and Trips Subs	£100
11) Milk	£1,000
12) Uniforms	£1,200
TOTAL EXPENDITURE of allocated £48,120	£48,120



BARWELL INFANT SCHOOL

Pupil Premium Spending 'Rationale' 2015/16

<p><u>Barrier To Learning Identified:</u> Behaviour of a few children within class can impact upon learning of peers.</p>	<p>PP children involved</p>	<p>Evidence Trail</p>
<p><u>Planned Action:</u></p> <ul style="list-style-type: none"> Continued Employment of specialist support with broader remit to: <ol style="list-style-type: none"> Support high level need child(ren) within classes at planned intervals. Short term targeted support for identified children to improve social behaviour & behaviour for learning. Lunchtime 'Chill Out Club', to improve interactions and enable a settled return to afternoon learning. This deployment aims to ensure that: <ul style="list-style-type: none"> PP Children's learning within class(es) is not effected by the behaviours of peers. Identified individuals (incl PP ch) are engaged with learning. 	<p>3ch AT KW KD</p> <p>8ch AT KW KW CS CW AT SL FL BF</p>	<p>Dialogue with the children & adult leading</p> <p>Observations of ch in class</p> <p>Individual reward charts and books</p>

<p><u>Barrier To Learning Identified:</u> Increased numbers of children requiring support through ELSA as their Emotional Health and Well Being impacting upon engagement with school, social interaction & learning.</p>	<p>PP children involved</p>	<p>Evidence Trail</p>
<p><u>Planned Action:</u></p> <ul style="list-style-type: none"> Continued deployment of ELSA Adult 2 afternoons a week Training of an additional adult to deliver ELSA sessions Re develop learning space to allow ELSA to have a nominated space to improve timetabling availability. Increase ELSA resources. 	<p>15PP children IB BF BF EJ EJ FL SL KL KL MMS ST TW CW KMW LE</p>	<p>ELSA baseline & exit Leader notes</p>

<p><u>Other (new) Spending:</u></p>	<p>PP children involved</p>	<p>Evidence Trail</p>
<p><u>Planned Action:</u></p> <ul style="list-style-type: none"> Provided uniform (jumpers/coat/ book bag/ PE bag & PE shorts & T short) Continue provision of milk for identified children 	<p>ALL PP ch</p> <p>ALL PP ch</p>	<p>Office documents</p>

<p>Use of PP funding in 2013-14 & 2014-15 continued where barriers were similar to those identified and where the actions were effective</p>	<p>PP children involved</p>	<p>Evidence Trail</p>
<p><u>Planned Action:</u></p> <ul style="list-style-type: none"> Continued employment of additional adults to allow specialist intervention <u>and</u> targeted intervention Continued contribution to Sports Coach hours for targeted intervention and provision of healthy lifestyle/exercise opportunity Employment of FOW (10 hrs per week reduced from 15 hrs) <p>NB As per SDP redevelop learning spaces using 'building project money' to enable quality intervention space.</p>	<p>14 PP ch</p> <p>20 PP ch min</p> <p>13 PP ch BF BF EJ KL KL FL RM KS AT ST KW LW KW</p>	<p>Intervention notes and CT deployment Registers FOW files</p>



STRATEGY REVIEW SEPTEMBER 2016

The Impact Of The Spending (Jun 2016 data)

- ❖ **EYFS** ~ Of the PP group 6 were identified within vulnerable groups
5/11 of the PP children achieved GLD.
6/11 achieved the expected level in reading, 5/11 in writing and 6/11 in Maths.
There was at least expected progress evidence for all 11 children with some evidence of better than expected progress given attainment on entry.
- ❖ **Year 1** ~ Of the PP group 6 were identified within vulnerable groups
"There is no disparity PP/FSM pupils (small group) matched non-PP Peers" (Phonic Screen)
"PP Progress was very positive with 100% making expected progress or better."
"Although the PP group is small for secure comparisons a lower% attained EXS or better than non-PP peers, however all remaining PP (except 1 pupil reading) were working securely within the Y1 curriculum" **External Monitoring Visit Report (Sep 2016)**
- ❖ **Year 2** ~ Of the PP group 15 were identified within vulnerable groups There was crossover for some ch

Sch Exp +	PP	NPP	Gap
Read %	33	43	10
Write %	26	36	10
Maths %	33	51	18
Nat Exp +	PP	NPP	Gap
Read %	61	77	16
Write %	52	69	17
Maths %	60	76	16

- Non PP children are outperforming PP children in Reading, Writing & Maths.
- Our trend of diminishing the attainment gap between PP and NPP has continued **but 2016 outcomes are much lower overall**
- Gaps 'wise' our PP children are faring better than PP nationally in Reading & Writing & broadly inline in Maths **but 2016 outcomes are much lower overall**

Progress Over Time

NON-MOBILE PUPIL PREMIUM PUPILS ENTERING RECEPTION & LEAVING END KS1

(Total Pupils = 12. Y2 total PP group 15)

DM BANDS	SUBJECT	PUPILS	PUPIL NOS.				
			BLW	PKF	WTS	EXS	GDS
30-50 SECURE Borderline ARE/Typical	Reading	0					
	Writing	1					1
	Maths	5			3	1	1
30-50 DEVLV/EMERG Below ARE/Typical	Reading	10		1	5	3	1
	Writing	9		1	7	1	
	Maths	4			2	2	
22-36 S/D/E Well below ARE/Typical	Reading	2		1	1		
	Writing	2		1	1		
	Maths	3		2	1		

- Non of the PP ch had a typical AOE into reception (40-60 months) & most were below/well-below in all subjects on entry.
- All but one of the pupils that were borderline/below **achieved at least WTS with some doing particularly well reaching EXS or better. (nonmobile ch EYFS to Y2exit)**
- In-year Y2 school analyses of current PP shows that of the PP group, 10 pupils made expected or better progress in reading, 12 in writing & 10 in maths.
- Overall PP/non-PP groups progressed similarly in reading & writing.

"...progress of the PP group is much more positive... Overall from their low starting points the PP group made at least expected progress "
External Monitoring Visit Report (Sep 2016)



Academic Year 2014-15

Date Strategy Set :September 2014

Planned Review :September 2015

2014-15 saw the funding used in a similar way to 2013/14, with the addition of a family outreach worker part time post to support learning, families welfare and attendance, 'packs' ie school uniform and basic school equipment, increased Family Learning Opportunities, targeted 1:1 support and teacher intervention

Financial Year 2014-15	Num of Children	Fund per child	Total
Number of children eligible for FSM	29 +8E6	£1300	£48,100
Number of 'Service Children' (those with parents serving in the armed forces)	3	£300	£900
Number of children in care/adopted	3	£1900	£5,700
Total amount received by our school			£54,700
Mid Yr LAC funding (PEP)	1		£851

<u>Academic Year 2014-15</u> ~ Nature of Support / Actions Taken	Cost
1) Family Outreach Worker	£4343
2) Costs linked to FOW role ~ phone, call fees, petrol etc	£150
3) Sports Coach top up	£10,912
4) Continued Temp TA post (release of HLTA 1)	£13,917
5) Contribute to Temp LSA post (buldge yer)	9664
6) Release of HLTA ams by LSA	£6500
6) Lunchtime Activity LO	£1935
7) ELSA Training	£130
8) Clubs and Trips Subs	£100
9) Milk	£1000
10) LSA 1:1 hours (Dec-Mar)	£6049
TOTAL EXPENDITURE of allocated £54,700	£54,700
Mid year LAC funding (documented separately in school linked to PEP)	£851



BARWELL INFANT SCHOOL

Pupil Premium Spending 'Rationale' 2014/15

<p><u>Barrier To Learning Identified:</u> Impact of home life experiences (ongoing or times of trauma) <i>(SDP Link engaging families)</i></p>	<p>PP children involved</p>	<p>Evidence Trail</p>
<p><u>Action Taken:</u></p> <ul style="list-style-type: none"> Generate post for FOW (employed 15 hours per week) to <ol style="list-style-type: none"> 1) Target identified families to support through general sign posting, support with documentations, forms, benefit info, reminders. 2) Intense support projects for families ie house move, support finance management, family trauma 3) Network families to wider supports ~ encourage engagement in planned activities ie school activities, school nurse, 4) Liaison with services in community for grants, lunch club, holidays, trips, family learning, sure start, community house 5) Work with professional services to allow continuity & wider picture 6) Parental confidence build at school events to encourage participation Additional Costs <ol style="list-style-type: none"> 1) Costs incurred by role ie travel, phone, phone credit 2) Training time 	<p>8 families focused (+wider general)</p> <p>KMW/AT/CK/ KL/BF/FL/AW/ MMS</p>	<p>End of yr data</p> <p>FOW files Communication book Training Parent comment Uptake of services Involvement in school activity</p>

<p><u>Barrier To Learning Identified:</u> High level need child impacting upon learning of others within in own class and year group</p>	<p>PP children involved</p>	<p>Evidence Trail</p>
<p><u>Action Taken:</u></p> <ul style="list-style-type: none"> Employment of specialist 1:1 support to ensure: <ol style="list-style-type: none"> 1) Children's learning within class and year group is not effected by the loss of support staff to attend individual child's needs 2) Children's learning within the class is not effected by high level and frequent outburst within their learning session 3) Rebuild of relationships between child and class members to settle ch 	<p>All Y1 PP (6ch +7ch)</p> <p>Class PP (7ch) MP/SC/KS/SL KL/WFH/IB</p>	<p>End of Yr Data</p> <p>Support plan for child Logs Reintegration</p>

<p>Use of PP funding in 2013-14 continued where barriers were similar to those identified and where the actions were effective</p>	<p>PP children involved</p>	<p>Evidence Trail</p>
<p><u>Action Taken:</u></p> <ul style="list-style-type: none"> Continued employment of additional adults to allow specialist intervention <u>and</u> targeted intervention Continued contribution to Sports Coach hours for targeted intervention and provision of healthy lifestyle/exercise opportunity <p>NB: Nurture room provision ended as least effective</p>	<p>Spec Int 9 Targ Int 18</p> <p>Intv 12 Ex all PP Club 21PP Play lead 7</p>	<p>End of Yr data</p> <p>Intervention plans provision map Clubs & activities</p>



STRATEGY REVIEW SEPTEMBER 2015

The Impact Of The Spending (Jun 2015 data)

External Monitoring Visit Report (Oct 2015)

- ❖ **EYFS** ~ "Although the FSM group is too small for fully reliable comparisons at least 3 of the 5 FSM children gained the expected level in each aspect of learning and the FSM % scores were inline or better than their non-FSM peers."
- ❖ **Year 1** ~ "8 of the 13 PP group passed the Phocis threshold."
- ❖ **Year 2** ~ "FSM/PP groups have improved performance with good progress in 2015 and overall attainment gaps narrowed. Particularly when accounting for specific SEND context."
- ❖ **Progress Over time (from end EYFS to End Y2)** ~ "Many previously low attaining PP individuals attained L2+, particularly in reading and maths. Around half of these EYFS 'emerging' pupils attained L2b+ in reading and maths with a third in writing. The GLD PP group all attained L2a+. 5 out of 6 pupils at 'expected' in EYFS achieved L2a+ in reading and writing with 7 of the 8 pupils in maths. This suggests that PP pupils made good progress overall from their differing starting points."

READING		PP all																
		KEY STAGE 1																
EYFS	W	1c	1b	1a	2c	2b	2a	3	4	Number of pupils	Number achieving L2b+	% achieving L2b+	Number achieving L2a+	% achieving L2a+	Number achieving L3	% achieving L3		
No baseline							1			1	1	100%	1	100%	0	0%		
1 emerging			1	1	4	3	3			12	6	50%	3	25%	0	0%		
2 expected					1		1	4		6	5	83%	5	83%	4	67%		
3 exceeding										0	0		0		0			
	0	0	1	1	5	3	5	4	0	19	12	63%	9	47%	4	21%		
			5%	5%	26%	16%	26%	21%										
		(VB)	SCO	KC						GLD pupils	GLD-L2b	GLD-L2b%	GLD-L2a	GLD-L2a%	GLD-L3	GLD-L3%		
										4	4	100%	4	100%	2	50%		
Lynda Smith Education Ltd																		
WRITING		PP all																
		KEY STAGE 1																
EYFS	W	1c	1b	1a	2c	2b	2a	3	4	Number of pupils	Number achieving L2b+	% achieving L2b+	Number achieving L2a+	% achieving L2a+	Number achieving L3	% achieving L3		
No baseline								1		1	1	100%	1	100%	1	100%		
1 emerging				5	3	3	1			12	4	33%	1	8%	0	0%		
2 expected					1		5			6	5	83%	5	83%	0	0%		
3 exceeding										0	0		0		0			
	0	0	0	5	4	3	6	1	0	19	10	53%	7	37%	1	5%		
				26%	21%	16%	32%	5%										
		MS CK SCO (VB JC)				TR				GLD pupils	GLD-L2b	GLD-L2b%	GLD-L2a	GLD-L2a%	GLD-L3	GLD-L3%		
										4	4	100%	4	100%	0	0%		
MATHS		PP all																
		KEY STAGE 1																
EYFS	W	1c	1b	1a	2c	2b	2a	3	4	Number of pupils	Number achieving L2b+	% achieving L2b+	Number achieving L2a+	% achieving L2a+	Number achieving L3	% achieving L3		
No baseline							1			1	1	100%	0	0%	0	0%		
1 emerging				1	3	4	2			10	6	60%	2	20%	0	0%		
2 expected						1	6	1		8	8	100%	7	88%	1	13%		
3 exceeding										0	0		0		0			
	0	0	0	1	3	6	8	1	0	19	15	79%	9	47%	1	5%		
				5%	16%	32%	42%	5%										
										GLD pupils	GLD-L2b	GLD-L2b%	GLD-L2a	GLD-L2a%	GLD-L3	GLD-L3%		
										4	4	100%	4	100%	0	0%		



STRATEGY REVIEW SEPTEMBER 2015 Cont...

The Impact Of The Spending (Overtime)

Y2 ATTAINMENT DATA ~ Av Point Score

(Liaise) READ READ READ WRITE WRITE WRITE MATHS MATHS MATHS

	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
All	16.2	16.4	16.9	14.5	15.3	15.8	16.3	16.2	16.5
E6	15.1	13.4	15.8	13.6	12.6	14.9	16.2	13.2	15.6
Never E6	16.7	17	17.3	15	15.8	16.2	16.4	16.8	16.8
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
All	16.2	16.4	16.9	14.5	15.3	15.8	16.3	16.2	16.5
Not PP	16.7	17	17.3	15	15.8	16.2	16.4	16.8	16.8
PP	15.1	13.4	15.8	13.6	12.6	14.9	16.2	13.2	15.6

	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
All	16.2	16.4	16.9	14.5	15.3	15.8	16.3	16.2	16.5
FSM	15.3	10.7	15.9	14	10.7	15.2	16.2	11.7	15.7
Not FSM	16.5	17	17	14.8	15.8	15.9	16.3	16.6	16.6

FSM & Non FSM Gaps Over Time Compared to National

(F=Free School Meal / NF=Not Free School Meals / Sch=School / Nat=National / SVN= School Versus National)

FSM	R 2012	R 2013	R 2014	R 2015		W 2012	W 2013	W 2014	W 2015		M 2012	M 2013	M 2014	M 2015
F-NF in sch	NF+2.3	NF+1.2	NF+3.6	NF+1.5		NF+2.6	NF+0.9	NF+3.2	NF+1.3		NF+1.4	NF+0.3	NF+3.6	NF+0.6
F-NF Nat	NF+2.2	NF+2.0	NF+2.0	NF+1.9		NF+2.0	NF+2.0	NF+1.9	NF+1.8		NF+1.8	NF+1.5	NF+1.7	NF+0.4
F-F SVN	N+0.4	S+0.6	N+1.6	S+0.6		S+0.1	S+0.3	N+1.1	S+0.9		S+0.2	S+1.2	N+1.8	S+0.4
N-N SVN	N+0.1	N+0.2		S+0.2		S+0.7	S+0.6	S+0.2	S+0.4		N+0.3	N+0.1	S+0.1	0

Reading:

- In school the gap between FSM & None **is narrowing** over time.
- The national gap over the same time has been broadly the same.
- The performance of school FSM children **has improved** from broadly inline with national (N+0.4) to just above national (S+0.6) **an improvement overtime of 1.0 overall**
- The Performance of the None FSM grp compared to the same group nationally **is inline**

Writing:

- In school the gap between FSM & None **is narrowing by 1.3**.
- The national gap over the same time has been broadly the same (**narrowed by 0.2 compared to sch narrow 1.3**)
- The performance of school FSM children has **improved** from broadly inline with national (S+0.1) **to just above national (S+0.9)**.
- The Performance of the None FSM grp compared to the same group nationally **is inline**.

Maths:

- In school the gap between FSM & None **is narrowing** by 0.8 .
- The national gap over the same time has narrowed by 1.4.
- The performance of school FSM children is **broadly inline** with national
- The Performance of the None FSM grp compared to the same group nationally **is inline**



Academic Year 2013-14

Financial Year 2013-14	Num of Children	Fund per child	Total
Number of children eligible for FSM	39	£900	£35,100
Number of 'Service Children' (those with parents serving in the armed forces)	1	£300	£300
Number of children in care/adopted	0	0	0
Total amount received by our school	£37,467*		35,400

*LA adjustment +£2,067

Nature of Support / Actions Taken	Cost
1) Continued morning Nurture room provision	} £13,292
2) Continued Specialist intervention by trained adults ie Social Communication groups, ELSA, SEAL.	
3) Adventure Club & Change for Life resources & clubs	£100
4) Continued Subsidising educational visits & Clubs	£100
5) Employment of full time LSA (EYFS) to allow redeployment of other staff ie TA for intervention groups for vulnerable children incl FSM/Pupil premium, improve provision in EYFS and support of specific individuals.	£12,180
6) Employment of full time LSA (KS1) to allow redeployment of other staff ie HLTA/Teacher to lead focus intervention groups for vulnerable ch	£7609
7) Top up of sports funding for additional Coaching hours for target intervention and outdoor activity support	£3151
8) Increase of Lunchtime Organiser team for Lunchtime support	£749
9)Fun Time training for staff and resourcing	£290
TOTAL EXPENDITURE of allocated £37,467	£37,471



BARWELL INFANT SCHOOL

Pupil Premium Spending 'Rationale' 2013/14

<p><u>Barrier To Learning Identified:</u> Children's low confidence and low self esteem (<i>SDP link Outcomes</i>)</p>	PP children involved	Evidence Trail
<p><u>Action Taken:</u></p> <ul style="list-style-type: none"> • Increase number of support staff (x1) to allow: <ol style="list-style-type: none"> 1) HLTA release for specialist intervention Silver SEAL (2pms) 2) TA release for specialist intervention ELSA (2pms) 3) Delivery of 'Fun Time' sessions in Y1 & EYFS 4) HLTA & 1 TA to provide nurture room provision 3 hrs every morning • Contribute to Sports Coach hours to enable delivery of: <ol style="list-style-type: none"> 1) Play Leader Training to include target children 2) Clubs to include target children • Training Cost <ol style="list-style-type: none"> 1) ELSA training & network 2) Fun Time Training & Resourcing 	<p>3PP 6PP 11PP 5PP</p> <p>5PP 12PP</p>	<p>End of Yr outcomes for ch</p> <p>Groups & Plans Pre&Post Info Intervention doc Nurture Rm Plan</p> <p>Lists & Activity Club Attendance</p> <p>Course Dates Notes CPD forms</p>

<p><u>Barrier To Learning Identified:</u> (<i>SDP link Outcomes</i>) Limited opportunity for healthy lifestyle & exercise impacting on focus, motivation, readiness/alertness for learning (& life)</p>	PP children involved	Evidence Trail
<p><u>Action Taken:</u></p> <ul style="list-style-type: none"> • Contribute to Sports Coach hours to enable delivery of: <ol style="list-style-type: none"> 1) Clubs to include target children 2) Playtime & lunchtime activities • 'Healthy lifestyle' fun workshops to incl parents & children together • Employment of additional lunchtime organiser to <ol style="list-style-type: none"> 1) Encourage physical activity 2) Support continued role of 'trained play leaders' 	<p>12PP All PP</p> <p>All PP</p>	<p>End of Yr outcomes for ch</p> <p>Clubs Planning Workshop docs</p> <p>AH role at lunch Advert</p>

<p><u>Barrier To Learning Identified:</u> (<i>SDP link Outcomes</i>) Slower rate of progress as foundations of key concepts not secure, need more opportunity to apply.</p>	PP children involved	Evidence Trail
<p><u>Action Taken:</u></p> <ul style="list-style-type: none"> • Employment of additional member of full time support staff to allow release of experienced adults to: <ol style="list-style-type: none"> 1) deliver planned, time limited booster interventions across the school in reading, writing and maths. 	22 PP	<p>End of Yr outcomes for ch</p> <p>Intervention documentation Provision map</p>