Barningham CEVC Primary School

Pupil Premium Funding: Planned Spending April 2017 – March 2018

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Provision** | **Planned Cost** | **Provision** | **Perceived Impact** | **Actual Cost and Impact** |
| Y6 Intervention Teacher | £3000 | To develop skills and knowledge for all pupils, including the disadvantaged, to prepare them fully for Y6 SATs and the transition to the secondary schools in the spring term.  Increase confidence and nurture positive learning behaviours.  To organise and deliver literacy and maths lessons, modelling and working with class teacher to share good practice and develop class teachers’ confidence and subject knowledge. This will ensure that the school meets the needs of every child through personalised planning and assessment.  To ensure that all pupils, including the disadvantaged, access and participate in high quality lessons. | Y6 Intervention Teacher helps raise the self-esteem and independent learning behaviours for targeted pupils. | £16461  5 FSM6+ children  80% made expected progress in Reading  60% made expected progress in Writing  80% made expected progress in Maths.  20% made exceeding progress in Maths  3 Service  0% made expected progress in Reading  33% made expected progress in Writing  100% made expected progress in Maths. |
| Specialist TAs | £9153 | To support key pupils in class, providing a creative and personalised curriculum in KS2, by using the Learning Plans and advice from outside agencies to focus on their personalised targets.  To work with parents, carers, outside agencies and the class teacher to meet their social, emotional, physical and learning needs.  To ensure that children are making at least expected progress in all areas, are independent in their learning behaviours and have a positive attitude towards their future. | All pupils feel positive and are supported by skilled TAs and make at least expected progress. | £9843  Learning Plans and Provision Maps in place. Target key children with individual targets.  PPM have Case Studies in place, celebrating strengths and showing clear progression academically and in attendance.  ELSA TA working with parents and carers at the beginning of the day and at the Parents’ Evenings – helping to provide positive support and acting as a bridge between home and school. |
| Mid-Day Supervisor (MDSA) | £2322 | To support the children at playtimes by providing extra activities. The school is ensuring that the ratio of MDSAs to pupils is high (1:20) to monitor and support all children at lunchtimes and in transition.  The school recognises that this period can be a time of challenge for some and are aware of the need to be vigilant in our duty of care and for successful safe-guarding. | All pupils feel safe and secure at lunchtimes. | ELSA TA supporting playtimes 3 days a week to check that all pupils are engaged positively with the activities.  TA supporting children through transition of lunch to afternoon sessions – settling down children and dealing with issues as they occur.  Children ready to learn.  Children feel listened to and supported. |
| Family Support Officer | £2000 | To facilitate communication between home and school by offering a more personalised, confidential and pro-active approach.  To create bespoke support for all parents and carers by offering 1:1 meetings before and after school to discuss general issues or general worries at source.  Teachers to meet with FSO to ask her to share good behaviour, conduct or attitude with parents as well as signposting in a supportive manner to parents and carers if there are possible issues.  Working with target children by providing nurture and social skills activities, such as gardening or circle time, to raise self-esteem, listening and team-building.  FSO is Emotional Literacy, Social Awareness (ELSA) trained. | Parents and carers are talking to the FSO and sharing early concerns and issues (such as diet or sleeping) which can be helpful within school to tailor to individual children’s needs.  Early identification by school and home to meet the child’s needs.  Teachers and TAs report that children are looking happier, improved attendance and greater participation in class. | £2000  FSO – in place and effectively communicating with families and class teachers: part of Early Help strategy. |
| Intervention Support TA | £1500 | Bespoke interventions, highlighted by class teachers through Learning Plans and Provision Maps, to ensure that the school meets the needs of every child.  Class teachers carry out thorough and regular assessments, which show gaps in learning.  TA support to ensure that all pupils make at least expected progress. | Identified pupils make at least good progress and have a positive attitude to learning.  Pupil perceptions show high levels of understanding and pride in their progress and achievements. | In place. Linked to Specialist TAs. |
| Daily Milk | £300 | Milk provided to all Pupil Premium pupils. | Children are provided with a healthy and balanced diet through school lunches and daily milk. | £300  Children taking the opportunity for fresh milk each day. |
| Contribution to educational visits | £500 | Enriched curriculum opportunities and fostering an appreciation of the wider world (British values, curriculum including RE). | Children are experiencing visits, such as Framlingham Castle or West End Theatre shows, that develop their understanding of their culture and world.  Increased mental health through positive opportunities to try new activities or places. | £1000  Budget increased to ensure that all families could access trips.  All children participating fully in activities. |
| School Uniform | £250 | Purchase of school uniform | Children feel equal to peers and proud of their school. | £500  Included assisting two FSM moving to secondary and specialist schools. |
| Breakfast Club and After School Club | £400 | Provision of free places, with healthy breakfast or snack included, for Pupil Premium children. | Children enjoyed healthy start or end to the day, with their peers.  Children having a positive start or conclusion and parents or carers comfortable in the knowledge that their children are safe and secure in school whilst they attend other business. | £600  Number of children attending Breakfast Club and After School Club has increased – meaning that children are in school and ready to learn. BC and ASC have benefited from purchasing resources, such as cooking and craft materials to increase the range of activities on offer – making a richer experience. |
| DT Cooking contribution | £400 | Purchase of resources and employment of a cook to lead Cooking for all pupils across the school. | Children receiving enriched curriculum and engaged in full activities.  Children learning cookery skills (safe-handling of knives, saucepans) and how to prepare a healthy, balanced meal. | £600  All children have taken part in DT Cooking with Mrs Chapman. |
| Kingswood Residential Trip contribution | £50 | Support to parents to meet the costs of the residential trip in UKS2 to ensure equal opportunity for all pupils. | Children attending the residential trip with their peers – developing team-building, independence and leadership skills.  Children exploring and experiencing new activities, such as abseiling or caving. | £300  All Pupil Premium children attended the UKS2 Kingswood residential trip in October 2017. |
| Music Lessons |  | Children (Y4+) have the opportunity to learn a musical instrument | Children are able to experience learning an instrument – with individual music lessons with Suffolk County Council Music Service. | £1000  Children took the opportunity to learn clarinet or saxophone. |
| Staff cpd |  | County Inclusive Resource training for TAs and teachers – supporting pupils with Autism, ASD and ADHD. | Pupil Premium children include children with SEND.  School recognise that this requires specialist training and resources to support these children, as identified by Provision Maps and Learning Plans. | £300  Staff are able to support individual children to meet their needs by providing targeted and appropriate support and strategies.  Staff feel confident and consistent in approach. |
| Staff cpd |  | TA Young Minds Training | UKS2 TA attend training to support child in class. | £100  TA able to offer specialist pastoral help to child with specific emotional issues. |
| Reward stickers & rewards |  | Achievement awards for attendance, behaviour, attitude to learning and progress in class | All pupils feel valued and rewarded. | £200  All pupils received certificates and awards, encouraging them to succeed and develop in a positive environment.  Children participating in PE, clubs, curriculum, attendance, birthdays – celebrating. |
| Reading books |  | Quality reading books | All pupils accessing new and quality reading books to share at home. | £200  Range of books available to the children reflect high aspirations and expectations in reading. |
| Classroom resources |  | Classroom resources | A range of equipment to support learning and extend the curriculum in place to create a more creative school environment. | £800  Children are accessing a range of experiences (Share Days) and visitors (Dogs Trust, Harkirat Singh) to develop their understanding of their wider world. |
| **Total Budget: £27906 (£8031 remaining for future planning)** | | |  |  |
| **Actual: £34540 – Remaining: £336** | | |  |  |