

Barrow Hedges Primary School Pupil Premium Spending Review: March 2017 Governors Report

Contextual Information

The total amount of money received for children in receipt of Pupil Premium between April 2016 and March 2017 was £53,250 with further funding received for our Looked After Children (Pupil Premium Plus).

The number of children eligible for Pupil Premium as of the March 2016 census is provided below:

40 pupils eligible for pupil premium.

3 pupils (LAC) eligible for Pupil Premium Plus – this is allocated by each pupil's Virtual School so actual income figures cannot be forecasted or reviewed precisely as part of this report.

The allocation of funds has been devised with consideration of the 5 key areas used by OFSTED within their inspection criteria, though only the following will be referred to explicitly:

- Effectiveness of Leadership and Management
- Quality of Teaching, Learning and Assessment
- Personal Development, Behaviour and Welfare

This plan only refers directly to these areas as 'Overall Effectiveness' and 'Outcomes for Children and Learners', for the purpose of this document, can be covered under other headings. Some spending supports the development of more than one area, meaning the categorisation is only a guide.

Effectiveness of Leadership and Management

Summary of Progress and Impact:

It has been a challenging year leading on Pupil Premium allocation and provision due to the long term sickness of the school's Senior Teaching Assistant for Pupil Premium. However, this has been compensated by increased involvement by teachers in terms of their involvement with Pupil Premium provision; Teaching Assistants have provided the mentoring for children in receipt of Pupil Premium, in the Senior Teaching Assistant's absence. This has made monitoring of this provision more challenging for the Inclusion Leader but observations, scrutiny of children's work and other evidencing methods reflect good levels of progress. The Achievement for All project, referred to below, relied on a random selection and our school was not selected; we will be re-applying for the full project soon and this does not rely on random selection as the trial period is over.

Item/Project	Group (Year Group/Whole School etc.) to benefit	Period of time	Frequency/Quantity	Objective	Impact / Review Notes
Achievement for All Pupil Premium Project (supports Leadership and School Approach for Pupil Premium)	Whole School	September/October 2016 to March 2017	N/A	To review and improve existing systems and provision for ensuring that children in receipt of Pupil Premium are making progress.	The school were not selected for this trial so actually received money (which has been re-distributed to support children eligible for Pupil Premium) for partaking in the trial.
Pupil Premium Conference 2016/2017	Whole School	February 2017	1 Conference	To ensure that Pupil Premium Provision is planned and implemented in accordance with most recent legislation and research findings.	Attendance at this year's conference has provided the school with incredibly useful ideas for supporting pupils eligible for Pupil Premium and also introduced the Senior Teaching Assistant for Pupil Premium (who attended with a member of the teaching team) to a number of contacts to seek further advice and support.

Quality of Teaching, Learning and Assessment

Summary of Impact:

As reflected in the previous summary (Leadership), the long term absence of the Senior Teaching Assistant for Pupil Premium posed significant challenges in terms of the mentoring of children in receipt of Pupil Premium, a provision that we found during the academic year 2015 – 2016 to be very successful. However, via hard work from our other support staff, including the Emotional Literacy Support Assistants and Senior Teaching Assistant for Inclusion, we have maintained this provision in the absence of the Senior Teaching Assistant for Pupil Premium; This has formed a major part of the provision for children eligible for Pupil Premium. Progress, for pupils in receipt of Pupil Premium has been found to be improving continuously, in terms of: pupil attendance, pupil engagement, academic progress (evidenced in books and by teacher assessments etc.) and pupil attitude to learning (soft data only – quantitative method being introduced next financial year).

Item/Project	Group (Year Group/ Whole School etc.) to benefit	Period of time	Frequency/Quantity	Objective	Impact / Review Notes
Senior Teaching Assistant for Pupil Premium (15 hours)	Whole School	April 2016 to March 2017	15 hours	To provide mentoring style support for all children in receipt of Pupil Premium to provoke increased rates of progress.	These duties have been fulfilled by other members of the support staff team and via a raised accountability on teachers in monitoring the provision in place for children in receipt of Pupil Premium.
Contribution to Emotional Literacy Support Assistant salaries	Whole School	April 2016 to March 2017	10 hours (of 42 hours)	To provide emotional, social and behavioural forms of support to children in receipt of Pupil Premium to support their academic and other progress.	The school's analysis of Emotional Literacy Support impact has found that this provision continues to achieve great success. Many children in receipt of Pupil Premium have benefitted from this provision in terms of their social and emotional development. A more quantitative format for evidencing this is currently being planned.

Contribution to other support staff	Whole School	April 2016 to March 2017	Accounts for approximately 8% of TA salaries which is the equivalent of around 4 additional TAs across the school	To provide valuable support that increases rates of progress for children in receipt of Pupil Premium.	The school's monitoring of Teaching Assistant impact has included specific focus on the progress made by children eligible for Pupil Premium as a result of their practice. This concludes that the role of Teaching Assistants in supporting these pupils, often filling gaps in core learning skills and strategies, is invaluable.
Tutoring Scheme (Research for this commencing April 2016 to July 2016)	Whole School	September 2016 to March 2017	One session per week for one term for identified, engaged pupils/families	To provide tutoring to pupils in receipt of Pupil Premium to support the development of their learning.	A small number of pupils partook in this initiative during this academic year and lessons have been learned in terms of how to engage increased participation; a plan has been made to re-formulate this approach for the following academic year which will target a wider cohort of identified pupils eligible for Pupil Premium.
Contribution to Sutton Music Tuition and instruments for children in receipt of Pupil Premium	Year 3 to Year 6	April 2016 to March 2017	N/A	To provide children in receipt of Pupil Premium equal access to the same level of musical opportunity.	All children who have participated in Music tuition have received financial support (if needed) to access this provision.
Contribution towards school trips	Whole School	April 2016 to March 2017	N/A	To ensure that the academic benefit of residential visits is provided to children in receipt of Pupil Premium.	Many forms of individual support for families wishing for their children to attend school residential and other trips (children eligible for Pupil Premium) have been arranged and thus, Barrow Hedges are delivering their intention for no child to miss out on a school experience due to financial differences.

Premier League Reading Stars Reading Intervention (Includes CPD for TA)	Year 4, 5 and 6	November 2017 to March 2017	1 X hour long weekly session for 10 weeks	To increase engagement in Reading for identified children in receipt of Pupil Premium.	The explicit programme was found early in the year to be having little impact. It was immediately adapted and now, only resources from it are used in order to support the pupils accessing it. This intervention has achieved a 100% success rate in terms of pupils achieving the intended exit criteria.
iPad Applications	Whole School	April 2016 to March 2017	N/A	To utilise advanced technology in order to engage children and provoke more accelerated progress.	A range of applications have been purchased and have supported the interventions and in class support for pupils eligible for Pupil Premium. Children who have accessed the iPads have expressed that they believe they help them by engaging them with their learning and making activities more fun. Further use of Computing is planned for the next financial year.
Additional After School Clubs	Whole School	April 2016 to March 2017	1 X hour long weekly session	To provide children in receipt of Pupil Premium the opportunity to attend Art Club.	Between April 2016 and January 2017, a Multi Skills Club was funded for children eligible for Pupil Premium to attend free of charge. This was successful and children engaged well and made good physical development progress. However, in January, it was identified that the children who attended already had good skills in this area and a club that evoked greater social and emotional development would be more supportive. Therefore, in February 2017 a Lego (Social Development) Club was funded instead and early indications reflect progress is being made as a result of the club.

Home Learning Resources (e.g. Revision books, etc.)	Whole School	April 2016 to March 2017	N/A	To provide support to pupils who may have less access to academic resources when at home.	Specific purchases have been made and sent home with certain children in order to support pupil's learning at home and their progress at school. Home learning packs have also been created' that have been sent home with children to improve standards of home learning and engage children in their own learning progress. Feedback from parents reveals that this has provided scaffolded support to home learning and provided children with engaging activities to do when not at school.
Contribution for pupils to attend paid after school clubs	Whole School	April 2016 to March 2017	N/A	To provide children in receipt of Pupil Premium the opportunity to attend paid clubs (e.g. Fulham Football Club).	All children in receipt of Pupil Premium who have shown an interest in various clubs (Tennis, Football) have been able to attend these clubs.
Maths Mastery Resources	EYFS and Key Stage One	January 2017 to March 2017	N/A	To ensure that children in receipt of Pupil Premium do not fall behind as a result of the school's changing approach to Mastery in Maths.	Resources provide visual and manipulative support for learning in Maths and enable teachers to teach raised standards. Children eligible for Pupil Premium funding have achieved higher in Maths than in any other subject.

Personal Development, Behaviour and Welfare

Summary of Impact:

Personal development, behaviour, and particularly welfare, are key areas of strength at Barrow Hedges Primary School, including for our pupils in receipt of Pupil Premium funding. Our Emotional Literacy Assistants and other Inclusion Teaching Assistants visit each eligible child regularly to ensure they are happy in school and are not worried. Both Emotional Literacy Support Assistants recently attended a free Mental Health conference where they learned of many strategies that can be introduced at Wave One level, by Class Teachers, in order to safeguard disadvantaged pupils. They also reported back that the conference content covered many strategies and approaches that are already considered normal practice at Barrow Hedges.

Item/Project	Group (Year Group/Whole School etc.) to benefit	Period of time	Frequency/Quantity	Objective	Impact / Review Notes
Free School Milk	Whole School	April 2016 to March 2017	N/A	To provide children in receipt of Pupil Premium with the healthy benefit of drinking milk regularly.	All pupils in receipt of Pupil Premium who have opted to receive free school milk have received this throughout the year.
School Uniform for pupils who require it and don't have funds to pay for it	Whole School	September 2016 – October 2016	2+	To provide equal opportunities for children in receipt of Pupil Premium.	Objective achieved in terms of pupil presentation at school; there has not been as high a requirement for this as projected so the amount will be reduced next year.
School Physical Education kits for pupils who require it and don't have funds to pay for it	Whole School	September 2016 – October 2016	2+	To provide equal opportunities for children in receipt of Pupil Premium.	
Family trips (LAC children) (e.g. Trip to the Farm)	LAC children and other identified families	Autumn 2016, Spring 2017, Summer 2017	N/A	To provide families of Looked After Children (and other identified families) with support in how to take children on an outing, including how to manage their behaviour.	Looked After Children attended highly successful trip to Priory Park. Head Teacher received high praise for supporting trip and for staff who attended it. The opportunities for networking have been invaluable and the trips also allow staff to get to know pupils and their families on a new level, thus improving their standard of support when back at school.

New playground notice boards to engage all parents, notably those who have children who are eligible for Pupil Premium funding.	Whole School (and families)	TBC	N/A	To provide accessible information to families, encouraging out of school activities and greater home/school engagement.	This target and allocation will be carried over to new financial year as due to Building works, it has not been possible to prioritise this work taking place.
Toys for younger children that promote sustained concentration and Sharing. This was identified as an initiative that would support pupil development in these areas independently, demoting the use of reactive adult resources later.	EYFS & KS1	December 2016 to March 2017	N/A	To engage and support children eligible for funding with their learning and attitude to school.	Toys have visibly made an impact on pupil engagement and their learning through play. They were selected according to pupil interests and have been very popular, thus encouraging incidental development of the desired areas.
Toys and Games that promote family participation at home, to learning and social development.	EYFS & KS1	February 2017 to March 2017	N/A	To encourage parental engagement with learning (identified families who have children eligible for Pupil Premium)	A 'borrowing' cupboard has been set up and there has been positive feedback from parents/carers who have used this resource.