

## Pupil Premium at Burneston CE VA Primary School

All maintained schools in England and Wales are required to report on the impact of the Pupil Premium, a fund given to schools by central government on the basis of need. Pupil Premium funding is intended to support vulnerable groups, such as service children or children from low-income families.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers. Essentially, funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

### Pupil Premium Allocation and Planning, 2018 – 2019

This year, our Pupil Premium budget is **£6,900**. Our school intends to use PP funding to deliver activities and provide support to pupils who are eligible in the following ways:

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
Effective Feedback Training (for teachers and TAs)	<b>£250</b> To fund overtime claims for TAs attending professional development to improve classroom practice and to release a teacher to deliver training session.	New Activity	Training designed to redirect/refocus the teachers/TAs on the necessary actions to achieve learning goals. Training designed to enhance feedback on the task/process, <i>e.g. providing challenging tasks or goals (rather than easy ones); ensure it is meaningful,</i>	Improved attainment so that PP outcomes are in line with non-PP peers; expectation that ALL children will benefit from better trained TAs.	By the Headteacher, via assessment tracking software, half-termly.	Impact information due: July 2019

			<i>specific, encouraging, etc.</i>			
Assertive Mentoring-style Assessment for Learning feedback sessions	<b>£600</b> To fund supply cover to allow teachers to meet with pupils to give 1:1 feedback on a termly basis	New Activity	Intervention intended to give pupils a clear understanding of what it is that they need to learn and evidence about their current level of performance, so they can close this gap.	Improved attainment so that PP outcomes are in line with non-PP peers.	By the Headteacher, via assessment tracking software, half-termly.	Impact information due: July 2019
Improving Parental Involvement	<b>£100</b> To fund refreshments at after-school sessions led by the Headteacher	New Activity	Regular sessions designed to actively involve parents in supporting their children to improve children's learning at school.	Improved attainment so that PP outcomes are in line with non-PP peers.	By the Headteacher, via assessment tracking software, half-termly. Feedback sought from parents via questionnaire in order to gauge the usefulness of the sessions.	Impact information due: July 2019
Providing access to Mathletics (internet-based, interactive maths learning tool for use at home) and Spellodrome	<b>£1000</b> £650 on annual subscription for Mathletics and £350 delegated to providing access to school IT resources after school for any children who can't access software at home.	New activity.	All children in KS1 and KS2 (including current and 'Ever 6' Pupil Premium children) have access to Mathletics across the AY. Children without computers or internet can access software in school via an after-school club.	The PP group should be achieving at ARE (or age related expectations) by the end of the academic year.	Assessment data is collected by teachers at 6 intervals across the year and unpicked by the Headteacher The Governing Body has oversight over school data.	Impact information due: July 2019
Subsidising extra-curricular learning opportunities (including residential visits) for families unable to pay the full cost	<b>£1000</b>	Continuing activity. Funding reduced.	The Headteacher has discretion to allocate a very limited fund to any of the current Pupil Premium family in order to support them with the cost of extra-curricular visits; all visits partially subsidised by the school.	Access to provision.	The Governing Body has oversight of the school budget and monitor its dispersal.	Impact information due: July 2019
Delivering maths intervention: Numicon	<b>£100</b> To top-up physical resources to support	Continuing activity	Each intervention lasts 12 weeks and runs across KS2 and KS1. 4	Progress across an AY will be at least 5 steps (or in line with typical	All KS1 children will have access to Numicon in 2018/9,	Impact information due: July 2019

	<p>the teaching of maths using Numicon.</p> <p><b>£300</b> for a year of intervention (as a percentage of a TA salary), assuming four children are accessing the intervention for 30 minutes each week.</p>		<p>children can take part in each 12-week block. Resources and aspects of the intervention are also in use in Y1.</p>	<p>progress across the school for non-PP children).</p>	<p>including PP, SP and SEN groups.</p>	
<p>Providing emotional and behavioural support (through Compass Buzz interventions, led by specialist professional and in-house TA <i>and</i> other support programmes)</p>	<p><b>£200</b></p> <p>Although the Compass Buzz training and resources are cost neutral, supply cover was necessary to release staff members.</p> <p><b>£300</b></p> <p>This is a percentage of salary for the HLTA that will be allocated from the PP budget to enable at least one eligible child to access the provision.</p>	<p>Continuing activity</p>	<p>All children in KS1 and KS2 (including current and 'Ever 6' Pupil Premium children) have access to TA-led support, including Compass Buzz, 'Time to Talk', Friendship and Social Group sessions.</p>	<p>All eligible children will access this provision. Success will be measured using qualitative measures, e.g. pre/post intervention questionnaires.</p>	<p>By the Headteacher, via assessment tracking software, half-termly.</p>	<p>Impact information due: July 2019</p>
<p>Delivering reading/phonics intervention:</p>	<p><b>£500</b></p> <p>Representing a percentage of the TA salary for a year of interventions, assuming only two children access the intervention for 30 minutes (2 X 15 minute sessions), every week, over a 12-week term.</p>	<p>Continuing activity</p>	<p>A rolling list of eligible pupils in KS1 (including PP children) identified as likely to experience literacy difficulties work through a phonic-based intervention programme run by an TA over 12 weeks, 15 minutes per session.</p>	<p>Success will be measured using reading age progress data from Target Tracker (5-steps across the year) and – for Y1 pupils – success in the Phonic Screening test.</p>	<p>By the Headteacher, via assessment tracking software, half-termly.</p>	<p>Impact information due: July 2019</p>
<p>Providing access to Dynamo Maths (internet-based, interactive learning tool for use at home and at school)</p>	<p><b>£200</b></p> <p>Annual subscription providing at least children with access to the software and home-learning resources.</p>	<p>Continuing activity</p>	<p>Identified children in KS2 (including current Pupil Premium children) have access to online Maths resource across the AY. Children without computers or internet can access software in</p>	<p>At the end of the academic year, all eligible pupils who have accessed the software will be expected to have made accelerated progress when compared to their peers.</p>	<p>By the Headteacher, via assessment tracking software, half-termly.</p>	<p>Impact information due: July 2019</p>

			school via an after-school club.			
Additional, specialist support for learning: 1:1 SEN TA	<b>Around £3000</b> This figure represents a percentage of the SEN TA salary allocated from the PP budget. The school is also in receipt of limited SEN funding for this pupil (via an ECHP) so PP funding is used as a 'top up'.	Continuing activity	An additional member of staff was appointed to provide consistent support for a child with complex learning needs. In addition, this TA also provides SEN interventions to selected children to ensure they reach age-related expectations.	As this funding will be used to support a child with significant SEN, a range of quantitative and qualitative measures will be used to assess impact (including PIVATS and outcomes from annual reviews)	By the Headteacher, via assessment tracking software, half-termly.	Impact information due: July 2019

## Pupil Premium Allocation and Planning and Impact, 2017 – 2018

In 2017-18, our school used Pupil Premium funding of £9,540 to deliver activities and provide support to pupils who are eligible in the following ways:

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
Numicon resources	<b>£100</b> On physical resources to support the teaching of maths using Numicon. <b>£400</b> Supply cover and training in the use of the materials.	New activity	Provision of resources for use by PP children and others; no specific interventions.	Progress across an AY will be at least 5 steps (or in line with typical progress across the school for non-PP children).	Over 30 children accessed Numicon resources on a regular basis in 2017-18 including 1 PP child and 1 SEN child.  The PP child made 4 steps progress and the SEN child made 2 steps progress compared to average progress of 3.8 made by peers.

Providing emotional and behavioural support (through Compass Buzz interventions, led by specialist professional and in-house TA and other support programmes)	<p><b>£200</b> Although the Compass Buzz training and resources are cost neutral, supply cover was necessary to release staff members.</p> <p><b>£300</b> This is a percentage of salary for the HLTA that will be allocated from the PP budget to enable at least one eligible child to access the provision.</p>	New activity	All children in KS1 and KS2 (including current and 'Ever 6' Pupil Premium children) have access to TA-led support, including Compass Buzz, 'Time to Talk', Friendship and Social Group sessions.	All eligible children will access this provision. Success will be measured using qualitative measures, e.g. pre/post intervention questionnaires.	<p>6 children accessed some kind of additional social and emotional learning support session, including 1 PP, 1 SEN, 1 PP/SEN and 3 others.</p> <p>PP and other children made good progress across the curriculum compared with peers and attendance for these children was in line with their non-PP peers. The SEN PP child (with an EHCP) made slower progress than peers due to complex SEN.</p>
Delivering reading/phonics intervention:	<p><b>£500</b> Representing a percentage of the TA salary for a year of interventions, assuming only two children access the intervention for 30 minutes (2 X 15 minute sessions), every week, over a 12-week term.</p>	Continuing activity	A rolling list of pupils in KS1 (including PP children) identified as potentially vulnerable to literacy difficulties will work through a phonic-based intervention programme run by an TA over 12 weeks, 15 minutes per session.	Success will be measured using reading age progress data from Target Tracker (5-steps across the year) and – for Y1 pupils – success in the Phonic Screening test.	<p>4 children were given specific support (above and beyond high quality wave 1 teaching) across the year, though none qualified for PP funding.</p> <p>All children (100%) achieved success in the Phonic Screening test, including those provided with interventions.</p>
Providing access to Dynamo Maths (internet-based, interactive learning tool for use at home and at school)	<p><b>£200</b> Annual subscription providing 3 children (incl. 2 PP learners) with access to the software and home-learning resources.</p> <p><b>£500</b> Training staff to use Dynamo Maths</p>	New activity	3 children in KS2 (including 1 current Pupil Premium children) have access to online Maths resource across the AY. Children without computers or internet can access software in school via an after-school club.	At the end of the academic year, all eligible pupils who have accessed the software will be expected to have made accelerated progress when compared to their peers.	<p>During the year, 1 eligible (PP) child accessed the software.</p> <p>The average progress made by pupils across the year was 3.8 steps.</p> <p>The average progress made by pupils in receipt of PP funding and who accessed the resource in Maths was 6 steps.</p> <p>The average progress made by pupils in receipt of PP funding (who did not access the resource) was 4 steps.</p>
Subsidizing extra-curricular learning opportunities	<p><b>£500</b> Subsidizing residential activities for two</p>	Continuing activity	The Headteacher has discretion to allocate a very limited amount of	Access to provision.	This fund was used to provide a subsidy for 5 PP children to enable them to attend residential or other curriculum-related visit and activities.

(including residential visits) and curriculum activities (including swimming) for families unable to pay the full cost	children. <b>£300</b> Subsidizing swimming lessons for 3 children. <b>£100</b> Subsidizing swimming lessons for 3 children		funding to any eligible Pupil Premium family in order to support them with the cost of extra-curricular visits.		
Additional, specialist support for learning: 1:1 SEN TA	<b>£6000</b> This figure represents a percentage of the SEN TA salary allocated from the PP budget. The school is also in receipt of limited SEN funding for this pupil (via an ECHP) so PP funding is used as a 'top up'.	Continuing activity	An additional member of staff was appointed to provide consistent support for a child with complex learning needs. In addition, this TA also provides SEN interventions to selected children to ensure they reach age-related expectations.	As this funding will be used to support a child with significant SEN, a range of quantitative and qualitative measures will be used to assess impact (including PIVATS and outcomes from annual reviews)	As the progress data relates to an individual (and so identifiable) pupil, data is unavailable for DP reasons. However, this pupil made progress and continued to be supported via an ECHP.

## Potential Pupil Premium Allocation and Planning Options, Beyond 2019 –

The school has considered some funding allocation ideas that have not been implemented but are available as costed options should we feel children might benefit. These are:

Subsidising additional peripatetic music tuition for vulnerable learners	<b>£££</b> Music lessons charged at £38.50 per hour, with lessons taking place across the year.	New activity.	Eligible pupils take part in music lessons, providing an outlet for emotions and an opportunity to develop resilience (by learning a new skill) to steady children should future crises arise.	Funding available for as many eligible pupils as possible.	Lessons monitored by the Headteacher on a half-termly basis. Parental feedback sought regarding efficacy of lessons (in terms of both emotional resilience and musical aptitude).	Impact information due: N/A
One-to-one tutoring	<b>£££££</b> A single pupil receiving 30 mins, 5 times a day for 12 weeks is about 4 full days of a teacher's	New activity.	Eligible pupils removed from their class and given intensive remedial tuition, for short, regular sessions	Funding available for as many eligible pupils as possible.	Lessons monitored by the Headteacher on a half-termly basis. Parental feedback sought regarding	Impact information due: N/A

	time, £800 or so.		(about 30 mins, 3-5 times a week) over a set period of time (6-12 weeks).		efficacy of lessons (in terms of both emotional resilience and musical aptitude).	
Meta-Cognition and Self-Regulation Strategies	£££	New activity.	Pupils given strategies to plan, monitor and evaluate their own learning in small groups so learners can support each other and make their thinking explicit through discussion.	Funding available for as many eligible pupils as possible.	Training and impact monitored by the Headteacher on a half-termly basis.	Impact information due: N/A
Delivering reading/phonics intervention: SIDNEY	£££ Approximately £1200+ for a year of interventions, assuming only two children access the intervention for 30 minutes (2 X 15 minute sessions), every week, over a 12-week term.	New activity.	Eligible pupils in KS1 identified as likely to experience literacy difficulties work through a phonic-based intervention programme run by an LSA over 12 weeks, 15 minutes per session.	The PP group should be achieving at ARE (or age related expectations) by the end of the academic year.	Assessments based on VERNON and SALFORD reading tests and APP materials.	Impact information due: N/A