

Byfield School - Pupil premium report

Pupil premium spending current academic year

SUMMARY INFORMATION			
Date of most recent pupil premium review:	5 th November 2019	Date of next pupil premium review:	March 2019
Total number of pupils:	73	Total pupil premium budget:	£18,480
Number of pupils eligible for pupil premium:	14		

STRATEGY STATEMENT

The intended outcome for all pupils in receipt of Pupil Premium funding is:

- The gap in achievement between PP pupils and non PP pupils is narrowed, so that achievement is in line with non PP pupils, **particularly in relation to writing and maths.**
- To ensure that PP pupil enjoyment and wellbeing is supported effectively
- To ensure that Pupil Premium children are equipped with all the skills to lead a successful and rewarding life

This will ensure that:

- Pupils are able to engage successfully with education.
- Pupils have the same entitlement to enrichment opportunities we offer to all children
- Every Pupil Premium Child has an individualized plan, so they can be the best they can be.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Attainment in writing, reading and language skills.
B	Attainment in mathematics,
C	Social and Emotional Resilience, which is linked to children's low levels of self-esteem
D	Specific special educational needs.

ADDITIONAL BARRIERS

External barriers

E	Poor working memory and SEN issues – particularly for boys group of pupil premium children
F	Low self-esteem and confidence, particularly for girls group/
G	Low attendance for some children

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	All Pupil Premium make at least 1 years progress in writing, those children who are below age related make accelerated progress in order to close the gap	10/10 make at least a year's progress in writing. 4/10 make more than a year's progress in order to close the gap.

B	All Pupil Premium make at least 1 years progress in reading, those children who are below age related make accelerated progress in order to close the gap.	10/10 make at least a year's progress in writing. 4/10 make more than a year's progress in order to close the gap.
C	All Pupil Premium make at least 1 years progress in maths, those children who are below age related make accelerated progress in order to close the gap.	10/10 make at least a year's progress in writing. 4/10 make more than a year's progress in order to close the gap
D	Children with barriers to learning are identified on needs map, and interventions put into place. These children will have opportunities to celebrate their achievements, and be given opportunities to	9/10 children take part in extracurricular social, sport/music or dance and given chance to perform and compete.

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	More Information	How will you make sure it's implemented well?	Staff lead	When will you review this?
Improve attendance Monitor and respond to poor attendance and support and promote good attendance.	Attendance of PP all pupils is above 95%	Last year, the average attendance of the Pupil Premium cohort was brought down by a few children with very low attendance. These children also didn't make the expected accelerated progress.	Monitor. Report attendance at every governing body. Track attendance of these children on CPOMs. Report attendance regularly to parents.	DH	

Increase parental engagement - Promote regular liaison between home and school	PP parents are fully engaged in child's learning and attend all parents and information meetings PP parents given parenting advice leaflets regularly	School has good uptake of parents evenings. But has not had good uptake of extra information evenings offered, for example reading/phonics maths evenings of how to help your child at home.	Ensure additional sessions are ran so that times fit with parents commitments. Offer 1:1 sessions for pupil premium parents.	DH	
Increase opportunities and broadening experiences - Ensure that pupils have fully inclusive access to all opportunities offered e.g. all possible visit and residential	Pupils enjoy the same opportunities offered to all pupils.	Pupils enjoy the same opportunities offered to all pupils.	Ensure trips. Residential and visits are affordable to all families, and pupil premium support is offered so children have same opportunities to broad and enriching experiences.		
Ensure quality first teaching - Regular, precise and effective feedback Ensure pupils understand that there are lots of different ways to learn (Meta-cognition) Peer mentoring Regular and appropriate homework	PP Pupils have quality first teaching daily, are fully involved in their learning and make at least the same progress and non-PP pupils.	PP Pupils have quality first teaching daily, are fully involved in their learning and make at least the same progress and non-PP pupils.			
To deliver on-going CPD for Teaching Assistants so that they remain skilled.	Rate of progress across the school for PP pupils is at least in line with non - PP pupils.	Ensure all TAs have up-to-date training for phonics, and 1:1 support is given from the SENCo in delivering other Interventions.			

Provide school uniform and equipment to engender a feeling of belonging.	Purchase uniform when needed	Pupils feel comfortable and accepted at school.			
Increase children's mental ability in maths.		Use of online subscriptions. Extra time in timetable to mental calculation skills. Maths resources to support visual representation of number. Use of ipad resources and subscriptions to books mental arithmetic speed.			
Total budgeted cost:					7,400
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To deliver intensive support through 'One to One' tuition	T.A. support to deliver intervention program – which meets children's needs.		Rate of progress across the school for PP pupils is at least in line with non - PP pupils. Each intervention has regular reviews – showing progress is being made, or targets change.		

<p>To provide assessments for pupils learning/ social and emotional needs To provide emotional support for pupils who are struggling with social and emotional aspects of learning.</p>	<p>All children are assessed and interventions put into place for social, emotional and well being skills.</p>		<p>Termly checks. Observations of interventions.</p>		
<p>Small Group support. Specific interventions take place for SEN children</p>	<p>Rate of progress across the school for PP pupils is at least in line with non - PP pupils. Pupil premium children with SEN make accelerated progress.</p>	<p>Specilist Dyslexia teacher has shown to make accelerated progress in spelling ages. Nessy, study of other schools in academy show that it supports children with working memory issues. Previous very good results using Read-Write-Inc intervention.</p>	<p>SEN pupils have intervention with Dyslexia Teacher weekly working on spelling and reading, Nessy – a literacy based sofetware that supports children who are falling behind in reading. The software is designed to address specific difficulties caused by dyslexia but are effective for children of all abilities. Reading and inference group interventions, run in ks1 and ks2. Aimed at children who are working at or just below age expectations – with a focus on inference. Ensuring resources of Read-Write-Inc Phonic scheme are shared with parents and parent 1:1 meetings giving advice on the way they can support at home – focused in year 1 and reception. Have a range of good quality reading materials.</p>	<p>SENCO</p>	<p>Termly</p>
<p>Total budgeted cost:</p>					<p>11,080</p>

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR			
Total amount: £15,680			
Desired Outcome	Actions which supported this	Impact	Lessons learned
All Pupil Premium make at least 1 years progress in writing, those children who are below age related make accelerated progress in order to close the gap.	<p>SEN pupils have intervention with Dyslexia Teacher weekly working on spelling and reading,</p> <p>Nessy – a literacy based software that supports children who are falling behind in reading. The software is designed to address specific difficulties caused by dyslexia but are effective for children of all abilities</p>	<p>Reading:</p> <p>5/11 children made more than 1 years progress.</p> <p>11/11 children made 1 year or more progress.</p>	<p>Phonics intervention made especially good impact – this started much earlier (November than previous years.)</p> <p>Highlighting younger children for 1:1 readers also had good impact.</p> <p>Of the 4 children who were at age related, 2 made accelerated progress.</p> <p>Of the 6 children who were below age related, 3 made accelerated progress – and these were all girls.</p> <p>Interventions worked best for SEN children when they were happening a few times a week for very short bursts.</p>

<p>All Pupil Premium make at least 1 years progress in reading, those children who are below age related make accelerated progress in order to close the gap.</p>	<p>SEN pupils have intervention with Dyslexia Teacher weekly working on spelling and reading, Nessy – a literacy based software that supports children who are falling behind in reading. The software is designed to address specific difficulties caused by dyslexia but are effective for children of all abilities Reading and inference group interventions, run in ks1 and ks2. Aimed at children who are working at or just below age expectations – with a focus on inference Ensuring resources of Read-Write-Inc Phonic scheme are shared with parents and parent 1:1 meetings giving advice on the way they can support at home – focused in year 1 and reception. Have a range of good quality reading materials Use of online subscriptions for Grammar and Spelling. Introduce Talk for writing.</p>	<p>1/11 made accelerate progress. 11/11 children made expected progress or above.</p>	<p>Phonics intervention made especially good impact – this started much earlier (November than previous years.) Of the 5 children who were at age related, all children made expected progress. Of the 6 children who were below age related, 1 made accelerated progress and is working at national expectations. 4 of the others made accelerated progress in reading, but not writing,</p>
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<p>All Pupil Premium make at least 1 years progress in maths, those children who are below age related make accelerated progress in order to close the gap.</p>	<p>Use of online subscriptions. Extra time in timetable to mental calculation skills. Maths resources to support visual representation of number. Use of ipad resources and subscriptions to books mental arithmetic speed.</p>		<p>3/11 are now working above national expectations, with 2 making accelerated progress. Of the 6 children working at age related expectations, all made expected progress and 2 made accelerated progress and are working above (33%) The 4 children working below national expectations made progress in line with national. ¾ were in ks1.</p>
<p>Children with barriers to learning are identified on needs map, and interventions put into place. These children will have opportunities to celebrate their achievements, and be given opportunities to</p>	<p>SEN pupils have intervention with Dyslexia Teacher weekly working on spelling and reading, Nessy – a literacy based software that supports children who are falling behind in reading. The software is designed to address specific difficulties caused by dyslexia but are effective for children of all abilities Reading and inference group interventions, run in ks1 and ks2. Aimed at children who are working at or just below age expectations – with a focus on inference 1:1 sessions in ks1 and ks2 targetted at sight reading and decoding, and reading of high frequency words.</p>		<p>3 / 11 pupil premium children are on the SEN register, and made progress in line with national expectations in every subject area. 1/3 SEN children made accelerated progress in every subject area, and as such was working at national expectations or above in some curriculum areas. Having consistent support, weekly or daily, over a 2 year period secured this progress.</p>