

Heaton St.Barnabas CE Primary School

Pupil Premium Plan 2016-17

Using it to make a difference at Heaton St.Barnabas CE Primary School

Amount received: £154,280

Additional money for Looked after children (LAC) = £3,800

Number of Looked After Children (LAC) = 2

Number of children eligible for Pupil Premium Funding = 90 children = 28 % of school population.

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. Heaton St.Barnabas CE Primary School is committed to ensuring maximum progress for all groups of children and we endeavour to close any gaps. We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly.

Key Area	Responsibility	Cost	Actions	Timescale	Monitoring	Impact
Deliver Booster sessions and shared teaching delivering on the spot interventions and follow up sessions for Year Five and Six children.	H.T/D.H.T /TLR Maths Leader	£50,000	<ul style="list-style-type: none"> Identify Y5/6 children for booster sessions. Identify staff to deliver targeted support. Deliver booster sessions for targeted pupils. Provide after school workshops to boost literacy and maths. (Jan-May 16) 	Autumn 2016, Spring and Summer term 2017	<p>DHT: Analyse data for targeted children to measure impact.</p> <p>Key Question(s): How are identified children closing the gap against targets? How are we accelerating progress for disadvantaged groups and those in danger of not reaching target</p>	<p>Data has been analysed at every pupil progress monitoring period by DHT's to monitor and track pupil's performance.</p> <p>In all year groups except year 3 PP are narrowing the gaps and working in line with the cohort. In year 3 the group are also PA and SEN making progress more difficult</p>
Provide additional reading, writing and phonics support to children in key stage 1.	Key stage 1 Phase Leader and Additional cover supervisor support teacher	PP Cover Supervisor £13,000 Trained Guided reading TA to support in Y1-3 £12,000	<ul style="list-style-type: none"> Identify Y1 and 2 children for 1:3 support. Identify Y1 and 2 children for 1:1 support Train support staff in phonics teaching Identify children in years 3 who also need additional support. 	Autumn 2016, Spring and Summer term 2017	<p>HT/DHT: Analyse data for targeted children to measure impact.</p> <p>Key Question(s): How are identified children closing the gap against targets? Have year 2 children who did not pass the phonics test in year 1 passed it in year 2?</p>	<p>Data is analysed at every assessment period by the HT and crib sheet recorded with key findings for the DHT's for pupil progress meetings. Most children are working in line with cohort except those who fall into other categories of PA and SEN where progress is slower .</p>

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Deliver family support and parental involvement activities, including those identified vulnerable families.	HT /PEW/ Pastoral Care team	Staffing Costs £30,000 % of use (Home school liaison,	<ul style="list-style-type: none"> Run coffee mornings for each year group to target and support vulnerable families. Continue to deliver Parents Classes, Nurturing Programme and provide curriculum workshops. 	Autumn 2016, Spring and Summer term 2017	PEW/ Pastoral team /HT Track attendance figures of vulnerable groups following family support. Promote programmes and workshops and encourage parents to attend	Attendance for the vulnerable groups has been tracked and where it has dropped below the expected phone call and meetings with the HT and attendance officer have been held. Workshops to promote positive attitudes towards attendance, including new rewards and initiatives to encourage parents to get children to school.
Developing further the use of the parental engagement family room	AHT's/HT/PEW	Cost of the developments £5,000	<ul style="list-style-type: none"> Space in school where families can come in and be in a trusted and informal environment to be supported by PEW and SLT For workshops and sessions run with families Permanent place where they are able to drop in at certain times in the week for support 	All year round	HT/PEW – monitor the use of the room and the impact the support has had on families engaging and on pupils attendance and attitudes in school	The ability to hold meetings with parents informally has enabled staff to encourage parents to come into school. However the use of the parental engagement room has not impacted as positively as expected on the whole school attendance which is still sitting at 94.8%.
Establish the Nurture room Deliver focused social and emotional support through the use of a Learning Mentor and behaviour mentor.	Pastoral Care Team HT	Additional Resources £300	<ul style="list-style-type: none"> Identified area for support and nurture programmes to take place with vulnerable and disadvantaged pupils Identify children through school for targeted social and emotional support. Continue with nurture group for vulnerable pupils. Provide drawing and talking sessions for vulnerable pupils. To overcome barriers to learning by reducing worry and lack of confidence. 	All year round	HT/Pastoral care team/Support teacher Impact on targeted children taking part in the nurturing programme activities Analyse data for targeted children to measure impact. Key Question(s): Are the sessions having a positive impact on attitude and learning? Is the room being used effectively to support pupils from disadvantaged groups?	There has been a positive impact on the parents who attended the courses and has resulted in those pupils maintaining a high level of attendance above national average. whilst these parents have improved attendance there are other families who are harder to reach that the impact has not been as positive. Their engagement has been less than expected.

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To offer breakfast club to Targeted children of all ages.	Pastoral care team	Staffing Of Pastoral care inc above Resources/ food £1000	<ul style="list-style-type: none"> • Prioritise PP children to attend • To improve overall attendance at school with 95%+ target for PP children. • To participate in activities involving social Skills. 	Autumn 2016, Spring and Summer term 2017	PEW: Analyse attendance data have PP children achieved 95%+	Data shows that pupil premium pupils attendance is 1% below that of non-pupil premium. (93.6%) Pupil premium are 6% higher than the non-pupil premium. Individual letters to parents are being circulated with the information. (23% vs 17%)
Create an additional intervention room with space to support small groups for booster sessions and identified intervention support programmes	HT/DHT	Cost £15,000	<ul style="list-style-type: none"> • Priority use for PP groups for intervention support • Targeted on weekly timetables with key members of staff for reading, writing and maths 	Autumn 2016, Spring and Summer term 2017	H.T/DHT/AHT: Analyse data for targeted children to measure impact. Key Question(s): How are identified children closing the gap against targets?	Action groups are discussed with individual teachers and any pupils who are at risk are grouped for additional support and intervention. Those who are not SEN are making good and better progress. SEN pupils are making measurable progress against IEP's however not working in line with cohort.
One to one support/small group support to close the gap between disadvantaged and non-disadvantaged children across school and to raise attainment and achievement.	H.T/DHT/ AHT PP Teacher	Restructure and promotion of SLT £6,000	<ul style="list-style-type: none"> ▪ One to one and small group tuition. ▪ Pupil Progress meetings each term allow for children to achieve and the gap to narrow. ▪ Monitoring ensures no child is left behind. 	Autumn 2016, Spring and Summer term 2017	H.T/DHT/AHT: Analyse data for targeted children to measure impact. Key Question(s): How are identified children closing the gap against targets?	Action groups across all year groups are making good progress. PP pupils in year 3 who are also in other vulnerable groups are making satisfactory progress but not narrowing the gap to peers.
Deliver focused support through the use of additional Teachers and Teaching Assistants.	A.H.T	Teaching staff and HLTA Teaching Assistants £20000 Consultant support EYFS Training £1000	<ul style="list-style-type: none"> ▪ Identify children in key stage 2 for targeted support. ▪ Plan and deliver additional programmes to support learning. ▪ Homework clubs weekly to identified pupils ▪ Provide additional support in early years to model language and facilitate good quality play. ▪ Address the low baseline on entry data in Reception class. 	Autumn 2016, Spring and Summer term 2017	H.T/DHT/AHT Analyse data for targeted children to measure impact. Key Question(s): How are identified children closing the gap against targets?	As above plus Homework having low impact, however year 6 SATS parent/pupil workshop having a significant impact. High impact in EYFS – quality first teaching and leadership Reception data good and better. On track to meet NA of 2016 and above.
Continue to close the achievement gap between PP and non PP children in year 6 in English and maths and yr. 1 phonics Screening	SLT	Staffing costs Included above in additional leading teacher	<ul style="list-style-type: none"> ▪ Phonics interventions for identified children not at A.R.E ▪ Reading support for PP children ▪ Maths, GPS, English workshops after school for PP children ▪ Homework clubs targeting PP pupils at risk of not making the targets 	Autumn 2016, Spring and Summer term 2017	H.T/DHT/AHT's Analyse data for targeted children to measure impact. Termly book scrutiny. Key Question(s): How are identified children closing the gap against targets?	Targeted pupils for phonics have been successful with increase in pupils reading levels. Additional reading support impacting positively across school Homework club low impact – low engagement by pupils.

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Providing school uniforms or equipment	H.T	NA	<ul style="list-style-type: none"> ▪ Provide free uniform or equipment for families in school who are struggling with costs. ▪ £26 per pupil towards uniform costs. ▪ Additional uniform and equipment provided according to need and circumstance. 	Autumn 2015, Spring and Summer term 2016	CC The inclusive ethos of St.Barnabas CE Primary continues to develop pride and sense of ownership within its pupils and stakeholders.	The use of initiatives to increase the uptake of PP funding has significantly increased for the current intake for reception increasing from 3 last year to 13 this year. Use of pastoral team and PEW to support in filling in forms, new uniform and lunch tasters.
Provide residential activities for children in key stage 2.	H.T	£1000	<ul style="list-style-type: none"> ▪ Year 3 and 5 children to Nell Bank and Buckton Hall. 	Autumn 2015, Spring and Summer term 2016	CC Track attendance figures of vulnerable groups. Key Question(s): How is the curriculum being enhanced for vulnerable pupils?	Increased uptake of residential and funding for pupil premium has enabled successful engagement of these pupils impacting on SSMC aspects of learning as well as attitudes to learning. Engagement in follow up class work has been good also.
Provide opportunities for home school learning including cost of some after school clubs to support teaching.	HT/DHT	Included into the sports premium funding for coach	<ul style="list-style-type: none"> ▪ Subscribe to Education city to allow families to access learning at home. ▪ Parental workshops to provide practical activity support to use at home ▪ Year 6 SATS parent/ pupil workshops 	Autumn 2015, Spring and Summer term 2016	Parental questionnaires Parental workshops feedback	Increase in parent participation in workshops and meetings as well as parent consultation evenings. SATs workshop uptake increased from 8 to 28/30 per week.
TOTAL		£154,300				
Per Pupil		£1320.00	Additional amount per child spent over the year including all the support listed above.			

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