

Worsbrough Bank End Primary School



Pupil Premium 2016-2017

Number of Pupils and Total Amount -2016-2017

Total Number of Pupils on Roll	233
Total Number of Pupils Eligible for Pupil Premium	139
% of Pupils Eligible for Deprivation Pupil Premium	70.1%
Amount of Pupil Premium Received per Pupil	£1,320
Total Amount of Pupil Premium Funding Received	£177,446

2016-2017

Priority from the School Improvement Plan:

Activity		Cost
Have a dedicated Pupil Premium Champion to support improvements through research based interventions		£36,648.50
Improve attainment in KS2 through targeted interventions that have a good evidence base of impacting on closing gaps (EEF)		£13,500
Teaching in Y2/Y6 supports rapid progress against the new expectations		£39,09.20
Improve the nurture provision so that children with significant emotional issues make progress in core learning		£34,612.90
Develop good systems for marking whereby pupils are given time to respond to marking so that the feedback improves their work		£46,000
Increase the wider opportunities for children who are 'more able'		£2,500
Planned new spending		£102,557.70
Ongoing	1. to continue to support long term commitments notes attached	£103,552.90
Total		£206,110.60

Ongoing All items listed are costs at 70% of the total	to continue to support long term commitments notes attached	£103,552.90
<ul style="list-style-type: none"> • additional adult for each class across the key phases • visits, visitors, residential breaks and experiences • additional support for early language development • play therapy • family reading resources and events • additional support for leading on reading interventions • music • training for nurture • fruit • junior librarian • breakfast • rapid reading and phonics resources 		

Context

Worsbrough Bank End sits in an area of high deprivation. Unemployment is high and those who do work are in the low income bracket.

The children have significant issues with two main areas:

- Communication, language and literacy
- Retention of learning
- Social and emotional aspects of learning

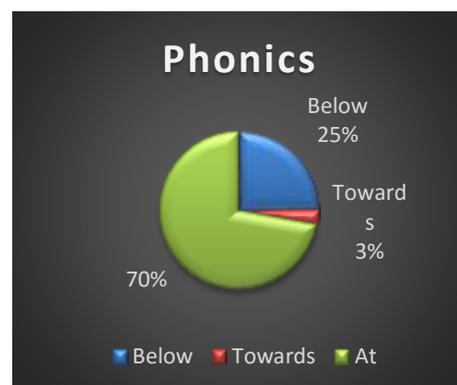
Deprivation has a significant impact on the children's readiness for learning and retention of learning. Many children, who appear to be well managed in class, make slow or inadequate progress without significant additional individual support at a high level. Those children when moving on to secondary provisions struggle to manage and there is a high incidence of these children being excluded or requiring additional support. In this academic year the largest proportion of children attending nurture provision at Barnsley Academy are previously from Bank End Primary. Two permanent exclusions have been made in the current Y8; both children were from Bank End. This year we plan to work specifically in this area and acknowledge that vulnerable children need preparation for a full academic career outside of normal transition arrangements.



Data Dashboard-Worsbrough Bank End Primary School 2016

Year 1-target 70%

Phonic Screening	
Working below	25%
Working towards 25-31	3%
Working at 32-40	70%



Reception-target 60%

EY Teacher Assessments	
% of children working below	26%
% of children working towards GLD	11%
% of children at GLD	63%
% of children who will exceed GLD	0%



KS1-target 60%

Y2 Teacher Assessments						
Subject	Working Below	Working Towards	Working At	Working at a Greater Depth	Total	Target
Reading	17%	23%	47%	13%	60%	60%
Writing	13%	30%	46%	10%	56%	60%
GPS	3%	39%	46%	10%	56%	60%
Maths	0%	39%	40%	20%	60%	60%



KS2-target 65%

Y6 Assessments							
Subject	Teacher Assessments				Total	Test Results	Target
	Working Below	Working Towards	Working At	Greater Depth			
Reading	5-16%	5-16%	14-45%	7-23%	68%	55%	65%
Writing	3-10%	6-19%	16-52%	6-19%	71%	71%	65%
GPS	6-19%	2-7%	16-52%	7-22%	74%	71%	65%
Maths	6-19%	3-10%	13-42%	9-29%	71%	75%	65%



Family learning clubs NEW	From September 2015, family learning clubs have been set up to involve the community and promote life-long learners. Family Craft Club, Parent Crochet Club, English skills, Maths skills. Invites to be sent out in 2016 for targeted families for learning support	SLT Monitoring Termly Reviews	Families are more aware of the core skills and methods used in school to teach. The school is seen as part of the community. Relationships between families and staff are strong.
1 st Class Writing Intervention NEW	Writing interventions for children below ARE in KS2 will start in January 2016. They will be delivered by TAs. The interventions will plug gaps in grammar and writing and will run alongside daily writing lessons.	Monitored by HLTA & Deputy Headteacher. Reviewed weekly in Team Meetings. Termly reports written for teachers by TAs with support from HLTA.	Children, who are below ARE in Writing, make rapid progress through the closing of gaps.
Success @ Arithmetic Maths intervention NEW	Maths interventions for children below ARE in KS2 will start in January 2016. One focuses on calculation, the other number. They will be delivered by TAs. The interventions will plug gaps in Maths and will run alongside daily Numeracy lessons.		Children, who are below ARE in Maths, make rapid progress through the closing of gaps.
Dance lessons NEW	A professionally trained Dance teacher works in school for 2 afternoons teaching: Y1-Ballet, Y3-Jazz, Y4 - Street & Y5 – Contemporary KS1 Ballet after school club. The time is used for teachers and TAs to meet with the Deputy Headteacher around targeted children and support.	Monitoring of lessons half termly by Deputy Head. Reviewed with Dep Headteacher and Matthew Kellett	Children will learn about different styles of Dance and how to express emotion through movement.
Wider opportunities for HA PP children NEW	For the PP children who are already at ARE or above, an additional provision has been Y1 – Dorothy Hyman Athletics Training with Sports Coach Y2 – Theatre Craft with HoS Y3 – Outdoor Adventure Leadership Skills with Y5 Teacher Y5 & Y6 – Play Makers	Reviewed by SLT and end of academy year.	HA PP children take part in experiences and learn skills that they might never come across in life.
Wide range of After School Clubs NEW	Starting from September 2015, a wide range of clubs are available, free of charge, to children from 3:15-4:15, including KS2 Football Teams (Girls & Boys), KS1 Sports Multi-skills, Girls Football Team, Maths Club, Ballet Club, Craft Club, Homework Club, iPad Club, French Club, Choir, Bushcraft	Reviewed by SLT and end of academic year.	Children experience and gain a wide range of additional skills whilst working alongside children of all ages.
Nurture	We have had a full time provision from January 2015 to provide nurture timetabled for the most vulnerable pupils in school. Pupils are timetabled following Boxhall Profiling when there are significant and sustained behavioural, social or emotional issues or following a family bereavement. Staff providing the nurture provision are fully trained and able to set specific learning goals for each child and write clearly defined reports to support teachers in the planning of the provision for learning. There is a specific focus upon preparing children for the next stage of their schooling to impact upon transition to their next stage including secondary.	Pam Jones Safeguarding Governor half termly meetings with Donna Barker Safeguarding/Inclusion Lead	Focused support for SEBD issues Self-esteem built Independence in transition periods stronger Readiness for secondary improved and stronger information passed onto secondary settings



TACT	Through close profiling of the whole school the SLT has a clear understanding of the barriers to learning and progress, children failing to make progress learning, social relationships or those experiencing bereavement or social care intervention are targeted for weekly or daily therapy	Qualified councillor to weekly manage and monitor the staff when working with working with small groups. Weekly staff supervision for all the team. Therapist and Inclusion Manager report ½ termly on sessions and classroom observations Learning Mentor reports weekly to Inclusion manager regarding individual therapy sessions Assessment coordinator evaluates progress against the cohort ½ termly	All the children in receipt of TACT make progress at the same rate as their peers following a period of intervention Children understand that they can access play therapy when they need to as part of an IEP or Behaviour Plan <i>Parents are supportive with this process and have taken part in filial sessions to support the child in the family setting further</i>
Rapid Reading	Children have been tracked for reading and phonics across whole school. Children the furthest away from Age Related Expectation and end of KS targets are having this as an additional intervention to Quality First Teaching daily.	½ termly individual assessments SPAG coordinator ½ termly book moderation Reading champion to monitor Letters and Sounds assessments ½ termly Running reading records Guided reading records Children reading Inclusion Manager to monitor Comprehension through GR including how TAs question in guided sessions	Improvements in phonic ability Application into reading and writing Greater understanding of written mathematics <i>Highest ever phonic screening results at 85% higher than national ¾ SEN children in Y6 2014 scored on a SAT reading paper when this has not happened in previous years</i>
1:1	Children are tracked closely and assessed for 1:1 tuition based on two criteria: 1. Are they making sufficient progress from their starting points? 2. Are they on-track for national expectations 1:1 tuition is given in maths, writing and reading for children failing to meet either of these criteria	Headteacher through Pupil Progress meetings Headteacher and Inclusion Manager through the Appraisal Cycle termly	To improve the amount of pupils achieving a combined score in RWM to a target of 72% this year <i>Of the 100% pupils tutored in 2014 88% made their expected targets with 53% making more than expected progress in one or more of the core subjects.</i>
Extended schools	Every half term children have a trip, visit, visitor or experience to support curriculum learning. Children are given wide reaching experiences so that they can hook into the learning of unfamiliar vocabulary and ideas.	Evolve used to risk assess for trips Headteacher/LA Assistant Headteachers to provide support for the visits and to take part in all residential activities	Children can produce their own ideas for thinking and writing because they have wider experiences to draw upon. They make links and connections with the world as they experience it and are able to use these links to support them in finding out about the unknown. Children's aspirations improve because they have experiences outside of their norm
PSA	To further engage families with schooling, learning and home learning, we have had	Weekly staff supervision with Assistant	Fewer Persistently Absent pupils



	a Parent Support Advisor since 2014. Her role is to monitor and improve attendance whilst building stronger relationships with hard-to-reach-families.	Headteacher/Inclusion Manager Half termly attendance monitoring Head Teacher Performance Management three times annually	Greater engagement with learning activities for families Parents working in partnership more closely with the new SEN code of conduct
Breakfast club	Children are invited into to the school building from 8:00 to have breakfast including fruit, fresh juice and a choice of cereals daily. This is encouraged to be a social time. Once they have finished they can choose to do a number of small world and creative play activities and then play outdoors from 8:30am onwards.	Daily by SLT	Readiness for learning improved Reduction in lateness in school Improved energy on Monday mornings Increase in reading scores at KS2
Fruit	Every child is given a piece of fruit daily		Children have an increasingly good attitude to healthy food Children are learning ready
2simple	2simple is an electronic software device that uses the curriculum outcomes to track children. This is an excellent tool for monitoring gaps in learning and this year is being used specifically to support assessment without levels in KS1/KS2 for maths and guided reading. This software is being used in entirety to track all children in Early Years Foundation Stage	Monthly by coordinators who feedback to teachers to support their planning to gaps. Half termly Pupil Progress Meetings with the Assessment Coordinator Termly monitoring of children with SEND with the Inclusion Manger Fortnightly moderation of EYFS observations across the primary partnership with Hunningley Primary School	Teachers more competent at planning for specific individuals and groups Planning tailored to gaps Non-teaching staff more involved in the daily assessment of children's learning and outcomes, specifically in guided reading EYFS staff all involved in the assessment observations and planning for children's next steps Increased number of children making expected or better progress
Rapid maths	Children have been closely tracked for the progress they are making in maths then grouped for the Rapid assessment so that daily small group gap teaching can take place at a specific level	Maths coordinator and maths governor half termly monitoring of lessons and e-portfolios Termly assessments used to evaluate progress through pupil progress meeting with the Head teacher	To impact upon whole school maths and meet the needs of the children with the new curriculum expectations Planning for gaps is improved and children can apply their mathematical knowledge across the broader curriculum and in test style questions
Music	Y1-Y4 dedicated music lessons as part of wider participation Y5-Y6 individual keyboard lessons as applied for by children	Family interviews Pupil questionnaire AHT audit of provision	Stickability or persistence to task is improved Children have a broader curriculum and are able to explore the arts further

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