



BURHILL COMMUNITY INFANT SCHOOL, NURSERY AND CHILDREN'S CENTRE

PUPIL PREMIUM 2013 - 2014

Background

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. This also now includes pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). Pupils from service families are also eligible for another strand of the pupil premium funding.

Schools are free to spend the Pupil Premium as they see fit. However we will be held accountable for how we have used the additional funding to support pupils from low-income families. We are required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

Our School

In 2013-14 Burhill Community Infant School received £34308 for Pupil Premium. . Other funding was added to this to ensure that we could support **all** of our most disadvantaged pupils. We are monitoring how this is spent and the attainment of the pupils who are eligible to receive this in order to review the effect the impact of this targeted funding.

What are we spending PP funding on?	How much did that cost?	Who will benefit	How does this work?	What good did it do?
1. Support from Home School Link Worker	£9600	Offered to all targeted families in school	The Home School Link Worker provides additional support for families who are undergoing challenging circumstances or those who just need a little bit of additional support. Families are referred via our Inclusion Manager Enables parents to support and encourage learning despite challenging home circumstances	Positive outcomes have been reported by all families. 13 of our families have benefited from this intervention This resulted in improved access to both work and benefits by targeted families support with housing issues, SEN procedures, parenting advice etc Funding for clubs, childcare, uniform etc. was sourced. Aid with transport meant increased school attendance and provided support for families to ensure school attendance during times of crisis.
2. First Class Number Intervention	£502	Targeted Year 2 pupils	A targeted small group maths intervention run by a trained teaching assistant which aims to accelerate learning, close the gap and consolidate maths concepts	4 children have taken part in this intervention and all made outstanding progress in their maths. Children made an average of 10 months of progress in 16 weeks. All the children met or exceeded their targets. All made 3 or more sublevels of progress in Year 2 and all achieved a level 2 in their SATS
3. Numicon Closing	£641	Targeted children	Closing the Gap resource kit	All children gained confidence in

the gap		with specific difficulties in Year 2	purchased and the intervention was trialled with three children with significant specific needs. This is a 1:1 intervention with a teaching assistant.	number recognition and developed the skills to us Numicon to support their independence
4. Fischer Family Trust Wave 3 Intervention	£5820	Year 1 and 2 Targeted pupils	The Inclusion Manager and one Learning Support Assistant attending training in this highly recommended Wave 3 reading and writing intervention. (Cost £620). £200 of new books were also purchased to support the intervention and the York Reading Assessment tool. £144.	To date 5 pupil premium children in Year 2 all with significant needs have completed the 20 week programme and another 4 in Year 1 have started the intervention. Although all the children in Year 2 made significant progress and gained confidence in both reading and writing only two children achieved a Level 2 in writing because of the impact of their learning difficulties.
5. Talking Partners	£2700	Reception Selected children took part in the intervention but all class benefitted from the strategies taught during training sessions	A teacher and teaching assistant in reception were trained in this targeted speaking and listening intervention to ensure early intervention with the most vulnerable children who require support with their language development	Significant progress for all in Speaking and Listening- All but one achieved the expected level. The other child was referred to outside specialist teachers for speech and language. Teachers report that all the targeted children have gained confidence in speaking, are contributing more in class and have developed their vocabulary.
6. Daily reading intervention for all pupil premium and	£8272	All 32 disadvantaged pupils	Continued focus has been placed on ensuring our most vulnerable readers are heard to read daily	Improved general reading- greater exposure to practice opportunity. Children developing greater confidence

other vulnerable learners			in school. Support staff received training in developing early literacy skills.	and a love for reading
7. Phonics booster	£1600	Year 1	Additional targeted phonics booster group with Teacher	A higher percentage of children passing the Year One Phonics assessment in 2014
8. Developing Writing Intervention	£670	KS1- 10 pupils	A small group of TA's received training from the Specialist Language and Learning Teacher and have introduced the Developing Writing Intervention. Targeted children are developing the necessary skills required to be successful writers.	Evidence seen in the children's books and during class observations where children are using the strategies taught during the intervention
9. Better Reading Partnership	£1525	Year 2 8 pupil premium children (Intervention in place for 1 term)	Two members of staff attended training in this well proven reading intervention. 8 children in Year 2 benefited from this intervention. All the children made outstanding progress making 3 or more sublevels of progress in the year. All children achieved a Level 2 in their SATS	All the children made outstanding progress making 3 or more sublevels of progress in the year. All children achieved a Level 2 in their SATS
10. ELSA Training	£1500	Available to targeted pupils in every year group	One Teaching Assistant has attended training to become an Emotional Literacy Support Assistant. She has completed training and is due to start working two afternoons a week in	Our ELSA TA has undertaken extensive training and is now prepared to support vulnerable children to reduce anxieties, promote better behaviour, develop social skills and emotional well being

			September with individuals and small groups of children. The intervention has the support of an Educational psychologist and network meetings to share good practice. Resources have also been purchased to support the intervention	
8. Drawing and Talking	£811	Emotionally vulnerable pupils, as and when needed	One member of staff has attended training and provided additional time to carry out this intervention with targeted children with underlying social and emotional difficulties that may be affecting their learning and behaviour which may be due to suffering trauma, loss or other challenging circumstances which has impacted on their wellbeing. Using art therapy to support a child through trauma	Children develop emotional resilience and have an increased ability to talk when emotions are heightened. Anxieties have been reduced and children have been able to settle to learn
9. Targeted support for families in crisis	£600	Yr2 and Reception Support for 3 families Short term intervention	Funding was used to support three families in crisis who required support to fund afterschool and breakfast club places and help with transport to school during crisis. Provides child care in EBBC or ASC, resulting in healthy breakfast or	Enabled families to access work or training. Increased financial stability of families. Improved attendance at school

			access to HMLW support	
10. Snap Maths Intervention	£841	KS 1 /KS2 Maths intervention Trialled with 4 children	Two members of staff attended training in the Snap Maths Intervention. . This is a small group maths intervention designed to help close the gap. Diagnostic assessments are carried out before and after the intervention.	The Teaching assistant has trialled this intervention with a small group in Year 1. Diagnostic assessments show progress. In September the plan is to roll out the intervention throughout the school.
11. Happy to be me intervention	£445	Yr R, Yr 1, Yr2 6 children	One member of staff attended training and has trialled this intervention with a small group of 6 children. Before and after self questionnaire highlight a boost in confidence and raised self esteem	Before and after self questionnaires highlight a boost in confidence and raised self esteem
12. Family Learning workshops	£200	N, Yr R, Yr 1, Yr2 20 families	Two key members of staff attended family workshops for targeted children/families to help break down the barriers and establish positive relationships with school.	As a result 6 parents signed up to attend an adult learning courses to develop their numeracy skills which was held at school and reported that after the course they felt more confident to support their children with maths.
13. Happy Club	£2976	Y1,Y2	Daily intervention for small groups of pupils to improve social skills, turn taking and speaking and listening.	Social skills improved and less incidents reported during playtimes
14. Play leader providing	£2200	Yr R,Y1,Y2 10-30 children	Daily organised sports activities provided at lunchtime to engage	Fewer incidents at lunchtime, afternoons more productive with pupils

organised sports at lunchtime			children and encourage team building, co operation and social skills. Open to all but particularly enjoyed by year 2 boys.	more likely to access work. Better peer relationships leading to better self-esteem. Results included good team spirit, raised self esteem, fewer incidents recorded at lunchtime Supporting social skills, preventing unwanted behaviours
15. Lunchtime nurture club	£1,500	7-8 pupils 2 lunchtimes a week	Using play in a quiet and safe environment to nurture social skills in the most needy	Fewer incidents at lunchtime, afternoons more productive with pupils more likely to access work. Better peer relationships leading to better self-esteem.
TOTAL	£42,403		<i>Please note, that other funding was also used to support these activities</i>	

Pupil Premium spending 2013-14

Overall Report 2013-14

The Pupil Premium has had a significant impact on a number of key areas in 2013-14 :

- ❖ We continue to support families facing challenging circumstances and provide advice for children, parents, carers and the school. Outcomes have improved for all of the families; attendance and behaviour for individual pupils has dramatically improved. Several families have attended the Parenting Puzzle course and other support mornings run by specialist teachers which has empowered them as parents.
- ❖ Our emotional and social interventions have ensured targeted children feel more secure in managing friendships and developing improved social skills. Children are demonstrating raised self esteem and increased confidence.
- ❖ Children's progress accelerated and end of key stage attainment for targeted pupils exceeded forecast. 100% of disadvantaged pupils without SEN met the required standard at the end of key stage 1.
- ❖ Developing confidence in expressive language, developing listening and other communication skills e.g. turn taking.
- ❖ Children are made accelerated progress in reading, developing confidence and learning new strategies to help and support their reading development. Additional support is fostering enthusiasm for books and helping to close the gap in attainment. New standardised assessment materials have provided further evidence of progress and helps us identify specific difficulties when children are not making expected progress .
- ❖ More children are reading every single day- increasing opportunities for practice
- ❖ Children made accelerated progress in developing writing skills showing increased confidence and enjoyment. The proven writing intervention , Fischer Family Trust has improved outcomes in this targeted group .
- ❖ Increased capacity in Reception for early intervention in speaking and listening, resulting in vulnerable pupils perceiving themselves as successful learners, early in their school career.

- ❖ Targeted families are engaging more with school. Parents are having the opportunity to access free and supported learning which in turn will improve their ability to support their children and improve outcomes for all.
- ❖ More children are able to access extra-curricular clubs after school, adding to their self esteem and self confidence, which in turn supports better learning and behaviour
- ❖ A large number of staff have benefitted from training and developed and enhanced their professional knowledge and skills which supports better outcomes for children