



BURHILL PRIMARY SCHOOL

PUPIL PREMIUM 2015 - 2016

What is it?

The Pupil Premium is government money designed to help disadvantaged children and young people do well at school. The funding is allocated to schools for children from Reception to Year 11 who have registered for free school meals in the last six years, are Looked-After children or have parents in the Armed Forces.

In the 2015 to 2016 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,300 for primary-aged pupils

Schools will also receive £1,900 for each looked-after pupil who:

- has been looked after for 1 day or more
- was adopted from care on or after 30 December 2005, or left care under:
 - a special guardianship order
 - a residence order

Our School

In 2015-16 Burhill Primary School received **£47,343** 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.

Activities selected	What this does?	Targeted Pupils	Cost	Impact
1. Support from Home School Link Worker	<p>The Home School Link Worker has continued to provide support for targeted families who are undergoing challenging circumstances.</p> <p>The HSLW has continued to support children in school through the "Drawing and Talking" intervention</p>	All year groups	£9600	<p>The HSLW also worked closely with school supporting families to access other agencies and services such as, Family Support, Walton Charities, CAHMS, Parenting Courses, Housing and Parent/ Carer support groups to improve outcomes for the whole family.</p> <p>In addition she provided "Drawing and Talking" intervention for 11 children throughout the year focusing on helping them reduce anxiety and improve self esteem thus enabling the children to be better able to access learning.</p>
2. Fischer Family Trust Wave 3 Intervention	A well proven literacy intervention that develops reading and writing skills. One teaching assistant is	Year 1/Year2	£7729	All children who took part in the intervention have made really good progress towards their targets. For

	<p>trained in this intervention and carries it out every morning with targeted children for a maximum of 20 weeks</p>			<p>two children progress was much slower than expected due to significant SEN needs. Both these children now have an Education Health Care Plan.</p> <p>This intervention provided a real boost to our year 1 pupil premium children who took part resulting in 100% pass rate in the phonics assessment, an increase from 60% last year</p>
<p>3. Daily reading intervention for all pupil premium and other vulnerable learners</p>	<p>Continued focus has been placed on ensuring our most vulnerable readers are heard to read daily in school and developing their speaking and listening and comprehension skills during this time.</p>	<p>All year groups</p>	<p>£13,066</p>	<p>Reading performance continues to be strength at Burhill with 87% of all children reaching expected standards at the end of KS1 and 38% working at greater depth in comparison to 74% and 24% nationally. The performance of our disadvantaged children was 80% reaching expected standard and 20% working at greater depth compared to the national average of 78% and 27%. While it is disappointing that more of our disadvantaged children are not working at greater depth we are very aware of the context as our results are impacted by very small numbers (only 5 disadvantaged in this cohort of 89 children) and at</p>

				the time of the assessments 2 of these children (40%) were on the SEN register
4. ELSA Support	Our Emotional Literacy Support Assistant works as an ELSA for two afternoons a week but is available during the mornings if a vulnerable child needs support. Additional resources have also been purchased to support the intervention. She has had further training in supporting children with bereavement.	All year groups	£2800	Fewer emotional outbursts makes this group of children more settled in class, and leads to better access to their work/curriculum. Behaviour has improved both at home and at school. Our ELSA has supported many children who display high anxiety or have great difficulty in recognising and managing emotions both at home and at school. This supportive intervention has meant this has reduced, enabling children to access their learning, enjoy school and make better progress.
5. Happy To Be Me intervention	A small group intervention to develop self-esteem, confidence, friendship and emotional wellbeing	All year groups	£300	Increased confidence and improved self-esteem of the pupils who took part has been noted by teachers, parents and the pupils themselves <i>"I really noticed a difference in how much more confident she was at home. She had been struggling with her reading and blending words and her swimming but I think doing this course has help massively with both of these things. I want to say a massive thank you for letting her join in the course. "</i> (parent of child in reception) <i>" I am getting better at talking about my</i>

				<i>feelings"</i> <i>"I'm better at dealing with my brother when he is annoying"</i> <i>"I have made new friends"</i> <i>"I am not as shy"</i> (Feedback from pupils)
6. Play leader providing organised sports at lunchtime	Daily organised sports activities provided at lunchtime to engage children and encourage team building, co operation and social skills. Open to all but particularly enjoyed by year 2 and 3 and 4 Results included good team spirit, raised self esteem, fewer incidents recorded at lunchtime	All year groups	£2800	Improved understanding of team spirit and team cooperation. Fewer disruptive problems at lunchtime, leading to improved concentration and access to afternoon learning. Better behaviour is evident in school and specific pupils have had the opportunity to shine in roles with added responsibility. E.g. helping the sports leader set out and pack away equipment.
7. Lunch club	Lunch club is a small group organised each lunch time for vulnerable children who find coping with the whole of lunchtime and being in the playground overwhelming. Supports children with developing social skills with peers. It is run by two teaching assistant and the SENCO also provides support.	All year groups	£4800	Improved understanding of team spirit and team cooperation. Fewer disruptive problems at lunchtime, leading to improved concentration and access to afternoon learning. Children who attend feel nurtured and safe and develop positive relationships with both adults and peers which increases self confidence. Better behaviour, because of improved social skills, and higher self esteem.
8. SEN coffee	To create links with our most	All year groups	£250	Stronger relationships with parents

mornings	vulnerable groups and provide a supportive network between the parents regular coffee mornings have been established			of disadvantaged pupils (with SEN). Parental confidence has built, which has led to parents accessing further help and support on specialist courses and other services. Over 30% of our pupil premium children have special educational needs compared with 10% of our non pupil premium children
9. Phonics booster	Additional targeted phonics booster group with LSA resulting in a higher percentage of children passing phonics assessment	Year 1	£1600	Improved outcomes 96% of pupils in school passed the phonics test in comparison to 91% last year (National score for 2015-16 was 81%) 100% of our pupil premium children passed the phonic test in comparison to last year 60%. (National score for disadvantaged children for the year 2015-16 was 70%) The scores in the previous year had been affected due to several pupil premium children having special educational needs
10. Homework club Years 3 and year 4	Homework clubs were established in Year 3 and Year 4 for selected children. This club provides the opportunity for the children to <ul style="list-style-type: none"> talk through the week's home learning with one of our staff 	Year 3 and Year 4	£1500	25 children have benefitted from attending homework club. Feedback from parents, teachers and children is extremely positive. <i>"This is the best club ever."</i> Year 4 pupil <i>"It's fun doing your homework with friends and the teacher and your friends are there to help if you get stuck."</i> Year 4 pupil.

	<ul style="list-style-type: none"> • get organised and prepare anything required • use school resources such as text books and maths equipment 			<p><i>"I love the snack and the drink before we get started"</i>Year 3 pupil.</p> <p><i>"It's much better doing it at school; at home my little brothers always pester me."</i>Year 4 pupil</p> <p><i>"It's a great feeling knowing that your homework is done and you have more time to do other things at the weekend"</i>Year 3 pupil</p>
11. Support with residential trips in Year 3 and Year 4	<p>Contribution made for pupils eligible for free school meals to enable them to participate and experience the benefits of in the year three residential school trip to Marchants Hill.</p> <p>Supported the inclusion of LSAs (on the trip) for those disadvantaged pupils with a statement of SEN</p>	Year 3/4	£1099.80	Improved self esteem, independence, team building and problem solving skills. Broadens experiences for this group, which means that their literacy skills improved.
12. Introduction of two new Maths Interventions in KS2	<p><u>TALK 4 NUMBER</u> : small group intervention which helps pupils to talk confidently about number and builds confidence in using mathematical language, understanding and enjoyment</p>	Year 3	<p>Cost of training £610</p> <p>Intervention £500</p>	4 children took part in this intervention. They were assessed using the Sandwell Maths Test at the start and end of the intervention. The children made an average of just over 9 months progress in 4 months. Although one child with high anxiety only made 5 months progress during this time her teacher noted that the intervention increased her confidence in participating in class lessons. She will now confidently put her hand up and

	<p><u>SUCCESS@ARITHMETIC (Number Sense)</u> An intervention to accelerate progress of children who need support to understand and consolidate the number system and develop fluency with number facts</p>	Year 4	<p>Cost of training £999</p> <p>Intervention £1000</p>	<p>respond to questions from her teacher</p> <p>3 children took part in this intervention. 2 children made very good progress in recalling number facts. One child struggled to make sufficient progress despite 20 weeks of intervention. New approaches were tried and Precision teaching worked best for her. She has been referred to our specialist teachers to identify further barriers to learning</p>
13. Guitar lessons	Financial support for a child with a keen interest in music to learn to play the guitar		£130	Pupil enjoyed having the opportunity to participate in these lessons and learn and develop new skills
TOTAL	<i>Please note additional funding was added to this to ensure all our most vulnerable pupils were supported</i>		Total £48783.80	

In 2016 - 17, we intend to continue with the range of provision indicated above. Our allocation of Pupil Premium funding for this year will be approximately £58,080 based on 48 pupils. We also plan to continue to focus on improving Quality First Teaching by a range of measures, including continuing Professional Development. Staff inset, and specialist training from other

professionals such as the Specialist Teaching Team, the Helen Arkell Dyslexia Centre, Freemantles Outreach, Speech and Language and the Physical and Sensory team. Due to our growing Primary School we will spend time researching successful Key stage 2 interventions with a specific focus on literacy to address the needs of the cohort. A greater focus will also be placed on further developing home/school relationships by the continuing Closing the Gap meetings, and recruiting our own Home School Link Worker.