

Burton Manor Primary School
Disadvantaged Funding Action Plan 2016-17

Disadvantaged/Pupil Premium Allocation 2016-17 £84,600

-70 disadvantaged pupils in School during 2016-17 (Including 1 adopted from care and 2 Service children)

The disadvantaged funding (Pupil Premium, Adopted from Care, Looked after Children and service children) provided to school is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM) both now and within the past 6 years, a smaller amount allocated according to the number of children of service families and an allocation for each pupil who has been 'In Care' for 6 months or more.

It is for school to decide how the funding is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are made accountable for how they have used the additional funding to support pupils from low-income/care and service families.

Whilst support is available for ALL vulnerable pupils in our school, any pupils in receipt of free school meals or who are from service families or looked after or in care are given priority for interventions, if they are at risk of falling behind their peers or if their progress is not as expected. Therefore we are confident that we are making the best use of the pupil premium funding that should ensure that all pupils will have the best opportunities for achieving well.

In 2016-17 we plan to:

- *Continue to support the 1:1 tuition for English and Maths.
- *Continue the intervention of the Read, Write, Inc phonics literacy scheme for disadvantaged pupils across the school.
- *Continue to provide specific interventions through Teacher/LSAs matched to their attainment needs across the school.
- *Cover the cost of residential visits, trips, visitors and extra-curricular clubs.
- *Respond to the specific needs of individual PP pupils to remove barriers to learning.
- *Provide regular in school access to expert advice on overcoming specific barriers to learning.

Action	Cost	Duration	Expected Impact	Actual Impact (evaluated Summer 2017)
Floating HLTA to ensure that interventions delivered by other LSA's with Disadvantaged Pupils are not disrupted	19,320	Whole year	Pupils have consistency allowing the whole programme to be delivered regularly enabling them to accelerate their progress to catch up their peers	<p>A wide range of small group/1:1 Interventions have taken place on a regular basis during the year:</p> <p><u>Maths interventions</u> Plus 1, Power of 2, First Class Maths, Daily precision teaching (times tables) <u>Reading/writing interventions</u> Toe by toe, Cracking comprehension, Up-levelling writing, Read Write Inc, Better Reading, Beat Dyslexia, Daily precision teaching (spellings) <u>Fine motor development</u> Pindorra's Box, Dough gym</p> <p>These have has a positive impact on progress for individual pupils in securing basic skills in English and Maths.</p>
1 to 2 Tuition for English and Maths	£2,500	Autumn 16/Spring 17	Accelerated progress in Maths, to diminish the difference compared with peers.	73% of disadvantaged pupils achieved the expected grade or better in Y6 Maths SAT, similar to their peers in school and above the attainment of disadvantage pupils in the Local Authority
Small group Writing booster sessions	£4,500	Spring 17	Accelerate progress in Writing, gaps in writing skills are addressed, enabling pupils to make progress	63% of disadvantaged pupils achieved the expected grade or better in Y6 Writing SAT, similar to their peers and slightly above the attainment of disadvantage pupils in the Local Authority
Read Write Ink - Phonic Intervention Groups across Reception and KS1 classes	£12,000	Whole Year	Accelerated progress through the phonic phases to reach age related expectations so that a high percentage of Y1 pass the phonics test.	Phonic phase progress for disadvantaged Year 1 pupils Year 1- 90% of disadvantaged pupils passed the phonics assessment (9 out of 10 pupils) This figure has been maintained from the previous year and disadvantaged pupils are attaining higher in Phonics in school than Nationally.

LSA writing, phonics, reading and maths intervention groups/precision teaching across the school	£17,000	Whole Year	Accelerated progress in attainment particularly in writing as well as other areas to close the gap in age related expectations.	Learning Support Assistants delivered a wide range of intervention programmes which were reviewed for each term to measure the impact for individual pupils. Gaps identified in 2016 data for disadvantaged pupils are closing in: Y1 Reading/ Maths Y2 Reading/Writing Y3 Writing/Maths Y4 Reading Y5 Writing/Maths Y6 Reading/Writing/Maths Further focus will be given in 2017 on specific year groups and subject areas
Subsidy for Y5 Residential Trip (9 pupils)	£900	Spring Term 17	Full participation and access to residential trips to facilitate the development of self-confidence, self esteem and greater technical vocabulary to aid writing.	Eleven disadvantaged pupils in Y5 attended residential visit to Latches Wood Outdoor Centre in Spring 2017. All pupils responded positively about the visit via a questionnaire and through discussions with the Head teacher.
Subsidies for trips visits, visitors/extra-curricular activities	£3,000	Whole Year	Full participation and access to, visits and visitors/extra- curricular activities to broaden life experiences, develop sporting/craft skills and technical vocabulary to aid writing.	Disadvantaged pupils across the school participated in a range of visits and activities e.g. termly class visits to support topics. These visits provided first hand experiences for pupils which were used as a stimulus for writing. Pupil discussion groups highlighted trips as a memorable experience, resulting in opportunities to try out new activities and experiences.
Contract to provide 6x ½ day per term support for an educational psychologist	£6,800	Whole year	Increased support in the identification of barriers holding SEN/PP pupil's back and strategies to overcome them so they make greater progress.	Eight disadvantaged/SEND pupils were supported across the school. Individual targets for pupils were set and reviewed termly. Additional specific teaching put into place to meet needs, including 1:1, small group support, precision teaching. Transition support in place within school and to High School to support social and emotional needs.

Additional teaching resources to support interventions	£1,700	Autumn 16	Speech & Language assessment £200, FFT training £200, RWI training & resources £900, Pocket Spell checkers £60 Additional resources support staff in the delivery of interventions	S&L assessment resources was used effectively to identify children with speech needs in EYFS and provide further external agency support Additional resources for groups/interventions well used (monitored by SENCO) and externally monitored as part of school's full Dyslexia Friendly Award gained this year
After School Care Club provision for LAC pupil(s)	£1,600	Whole year	Support for pupils social interactions and care. Support for carers	Regular attendance at the Care club setting ensured support for carers (verbal feedback to Head teacher and staff in Care Club setting)
Additional LSA staff member to support pupils during their weekly swimming lesson	£600	Autumn 16- Spring 17	Full participate and support for pupils during swimming sessions to facilitate the development of self-confidence and self- esteem	Eighty- eight Y3/4 pupils attended swimming sessions during the year, of which twenty one were disadvantaged pupils. All pupils progressed and achieved swimming awards at the end of the year.
Development of outdoor reading area (materials, cushions, storage shed)	£2,000 (total cost £4,000)	Summer 16	Reading area encourages love of books and reading for pleasure. SATs scores in Reading at Year 2 and 6 show progress throughout the year for identified groups of pupils	67% of disadvantaged pupils achieved the expected grade or better in Y2 reading SAT , small gap of 7% compared to their peers but above the attainment of disadvantage pupils in the Local Authority 36% of disadvantaged pupils achieved the expected grade or better in Y6 reading SAT, below t their peers and Local Authority data. Further focus on Reading required across KS2 in the next academic year Reading area well used by all year groups across KS1/2 classes
Additional Lunchtime Supervisor to support play and monitor behaviour	£2,700	Whole year	Interaction and support for pupils promotes positive play	Regular Lunchtime supervisor meetings held to discuss behavior and identify pupils who need support. Two pupils supported with behavior and social interaction needs. Additional play resources purchased to focus and engage pupils

Software packages to support cross-curricular learning	£2,200	Whole year	Cross-curricular writing books include research opportunities- pupils able to access/research topics independently.	Topic books reflect research opportunities (Espresso/Education City/Internet browsing) but impact has been limited due to hardware issues.
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