



Annual Pupil Premium Impact Review

2019-2020

Number of Pupils and Total Amount 2019-20	
Total Number of Pupils on Roll (September figure, rises during year as FS1 numbers increase)	306
Total Number of Pupils on Roll (September excluding FS1)	280
Total Number of Pupils Eligible for Pupil Premium Grant	116 (based on January 2018 census) (41% of school, F2-Y6)
Amount of Pupil Premium Grant Received per Pupil	£1320
Total Amount of Pupil Premium Grant Received	£153,120

Pupil Premium Grant (PPG) is an additional amount of funding given to schools with the aim to raise the attainment of disadvantaged pupils, close the gap between these pupils and their peers and to support these pupils in reaching their full potential, both academically and socially. Pupil Premium Grant is available for children registered as eligible for free school meals at any point in the last six years (Ever 6 FSM), Looked After Children (LAC) and children whose parents are in the Armed Forces (Service Pupil Premium-SPP). Schools can spend this money as they see fit in order to 'close the gap' between pupils who are perceived to be 'disadvantaged' and other pupils. It is not linked to a specific child but used for overall impact. This funding is provided directly to the school from the Government therefore schools are held accountable for the expenditure and impact of this funding.

2019-20 Expenditure Plan		
Item/Projects Planned	Objective/ Expected Impact and Outcome	Cost 2018-19
Procure additional services from Educational Psychologists and Outside Agencies	<ul style="list-style-type: none"> Support teachers, parents and carers, where there is concern about pupils' educational development and/or behaviour in school. Support multi agency development and implementation of Education, Health Care plans (EHC). Children are better equipped to cope with their emotions and feelings and as such be ready to learn. Families are involved in developing strategies to help with their child both at home and at school. 10 children/families were supported by different specialists in Term 1 & 2 (this figure would have been higher had it not been for the impact of Covid-19) Tailored CPD was procured from a specialist setting within the LA to support teachers and non-teaching staff to best support 	£5,920

	<p>the needs of individuals and groups of children with specific learning, social and emotional and/or behavioural needs.</p> <ul style="list-style-type: none"> • Members of the BESST team led a staff meetings and bespoke training sessions for both teachers and non-teaching staff during the first half of the year, sharing, modelling and supporting staff with specific interventions/strategies, including dyslexia and precision teaching. • 2 children received an EHCP as a result of the collaborative work of agencies to evidence need and support required in school. • A further 2 EHCP applications were also 'in progress', delayed by the Covid-19 Pandemic and BESST (our partner agency) are supporting the individuals, families and staff in this process 	
Employ an EWO	<ul style="list-style-type: none"> • To continue to raise attendance with an aspirational target for all at 96.5%. • The EWO will continue to develop relationships with families and support the school in improving attendance, particularly where there is persistent absenteeism. • The EWO worked closely with our PSA to tackle poor attendance and support improvements. This included working with F1 children and their carers to instil good habits ahead of full time school. Where appropriate, the support and services of other agencies were engaged to provide additional support to raise attendance. 	£4,444
Use of CPOMS safeguarding tracker	<ul style="list-style-type: none"> • To continue to use the CPOMS safeguarding online system. • All safeguarding information is stored securely and is instantly accessible to the appropriate staff. This supports the successful recording and sharing of information in a time efficient manner. It is also useful when new children transfer in to school, providing instant access to historic safeguarding information. As the system is fully electronic there is also no need for paper copies of confidential information. 	£1000
Continue to employ a PSA and Learning Mentor	<ul style="list-style-type: none"> • To support parents, carers and pupils with educational, emotional and behavioural issues. • To extend positive working relationships with hard to engage families, supporting the whole family. • To support parents in supporting their child's learning. • To provide adult learning support for Parents and Carers. • To be lead professionals on EHA plans and co-ordinate support packages • The PSA and Learning Mentor initiated and maintained 15 EHA plans (relating to just under 30 children), organising and facilitating regular meetings and sourcing appropriate professionals to be partners to the plan, including school health, CAMHS, housing and adult services. • Parents were supported in seeking additional support with the PSA and Learning Mentor signposting parents to services, attending appointments, completing relevant paperwork and providing social and emotional support. Applications to partner agencies and for families to receive Family Support Workers were also successful. This included families not currently working with an open EHA. 	£66,493

	<ul style="list-style-type: none"> • The Learning Mentor worked with 47 children during the year (targeted work). Each child had an individually tailored plan based on their social, emotional or behaviour need or was seen on an 'as and when' basis depending on their individual need. • The PSA and EWO worked weekly to analyse and monitor attendance using the school's SIMS attendance tracking document. Panel meetings and home visits were conducted where there was cause for concern and patterns identified and tackled early. Referrals for formal action were made where attendance remained an issue despite school intervention and support. • PSA worked with individuals in school, initiated EHAs and supported families where issues were raised that were impacting on attendance. • A weekly support group was facilitated to provide a forum in which Parents could meet and support one another, particularly in relation to children with SEND and additional needs. Where appropriate, support services were sourced and invited to share information with the group relating to support networks and groups available beyond school. 	
<p>Increase teaching capacity in KS1 (1 day), employ two additional LSAs in KS1/2, 1 Early Years Practitioner and an additional SMSA</p>	<ul style="list-style-type: none"> • To raise children's self-esteem and their basic skills • To support the challenging needs of the current school community and ensure early intervention, language development and support to meet individual needs in EYFS and KS1 • To support children's physical development in the EYFS to aid writing skills. • To employ an additional SMSA to meet the increased challenging needs of the current school community • As part of the RWI programme a number of children received 1:1 Tutoring in addition to their group RWI sessions. These children made accelerated progress and, had the phonics screening check taken place in June, assessment tracking data up until March (when school closed), indicated improved phonics outcomes. • Reduced staff to pupil ratios in both EYFS and KS1 enabled pupils to have access to more interaction with adults, particularly in relation to early language development and individual/group needs were supported without impacting on the provision for all children. • There was a predicted rise in outcomes for F2 children, particularly in phonics 	<p>£67,025</p>
<p>Playgroup</p>	<ul style="list-style-type: none"> • To facilitate a meeting place and support group for Parents with younger children. • To establish links with Parents at the earliest possible opportunity to ensure a smooth transition into school. • To identify and address individual needs and provide support as necessary. <p>Up to 10 families attended over the first half of the school year and various activities were planned and enjoyed. Relationships were built and this did support those who started F1 during the first half of the year.</p>	<p>£4,784</p>

Scrap Shed Replenishment	<ul style="list-style-type: none"> To enable the resources in the scrap shed to be replaced and refreshed throughout the year, offering children new challenges to develop their problem solving skills. Classes continue to access the scrap shed on a regular basis at lunch time, providing them with a focus and new challenges. This also supports positive lunchtime behaviour and the development of collaborative and creative skills. In addition to lunch times, the scrap shed was accessed by classes on an individual basis to support their learning across the curriculum, particularly PSCHÉ and the Learning Mentor was able to access the shed, working with some of her children to support their specific developmental needs, both emotional and behavioural. 	£2,048
Staffing Costs to run Breakfast and After School Clubs	<ul style="list-style-type: none"> To provide children with an opportunity to develop personal interests, individual and life skills. 30 places are offered at Breakfast club and it often runs at full capacity. Children who attended were prepared well for the start of the school day, enjoyed a nutritious breakfast and spent time with friends. Some quieter, less confident children have also flourished and become more confident due to the peer support they access and additional adult interaction afforded by the three members of staff. The breakfast club staff work in school during the school day too offering continuity to those who attend. Various after school activities were offered (in addition to those funded through the sports premium) and these ran at full capacity all year. They included a percussion group, an extremely popular cooking club (which smelt delicious each week!), an art and craft club (who took part in a local rotary club art competition), Glee Club (whose members performed at Sheffield arena in January) and a homework club, where children had access to teacher support and guidance to further develop their skills. 	£13,484
Barnsley Music Services	<ul style="list-style-type: none"> To provide children with the opportunity to access musical instrument tuition. All children in Y5/6 received musical tuition for two terms (brass and percussion) and 1:1 tuition for children was subsidised with opportunities to learn an extended range of instruments this year with percussion, wind instruments and piano on offer either during or after the school day. Some children enjoyed their class lessons so much that they opted to have additional tuition after school too. Two pupils continue to develop their musical skills and are now taking their grade exams and have been given the opportunity to join the local music group 😊. Unfortunately, due to the Covid-19 Pandemic the children were unable to showcase their musical skills at the Barnsley Music Festival. However, an online event was held and children were given the opportunity to observe recordings of their music sessions and the musical skills of children in other Barnsley schools, along with musical performances by the Barnsley Music Service staff. 	£5,610

<p>Curriculum Enhancement, Educational Visits and Life Experiences</p>	<ul style="list-style-type: none"> • To provide children with life experiences to support their learning. • To subsidise a residential allowing children to develop their self-esteem, team building and confidence while experiencing different activities. • To celebrate achievements within the four school teams • Educational visits were planned to provide enrichment to the curriculum, although due to the pandemic not all were able to take place. A planned castle visit for KS1, a trip to Yorkshire Wildlife Park for EYFS and a KS2 visit to Eureka all had to be postponed. Y6 children were still able to access their Crucial Crew visit - this is particularly beneficial in supporting PHSCE work. • Team rewards were funded to recognise the winning team (Hawks, Eagles, Falcons and Vultures). This supported the promotion of positive behaviour systems. An entertainer was funded for one of the visits, but unfortunately a planned bowling visit, due to take place as the Covid lockdown came into effect, was postponed. • 34 children enjoyed a week-long visit to the Lake District in February and developed a range of skills and accessed a number of activities for the very first time. Many of the children overcame fears and participated in experiences for the first time, equipping them with confidence and skills that they will continue to use. 	<p>£2,700</p>
<p>Training and Development</p>	<ul style="list-style-type: none"> • To source/access specific training for Class Teachers, Learning Support Assistants, Learning Mentor and Parent Support Advisor to support and enhance the life and academic success of vulnerable children and their families. • To work with other schools to develop early language and reading • CPD has been sourced and accessed as appropriate including training for the EYFS Leader of Learning, PHSCE lead training and RE Lead training. Dyslexia awareness training was also sourced for teaching and non-teaching staff. Non-Teaching staff were also trained in RWI 1:1 tutoring to support phonics intervention work. • Core Subject Leaders and SENDCOs were also able to engage with other leaders across the ECM trust to share good practice at training events. Collaborations with other schools, and participation in joint activities, has ensured our children benefit from best practice elsewhere as well as from within. The Learning Mentor and PSA have been on numerous courses that have equipped them to better support vulnerable individuals and/or families including contextualised safeguarding and mindfulness and self-help strategies. 	<p>£3,000</p>

Impact

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement. Termly Governor meetings, and work with the school's LA SEO (School Evaluation Officer)

ensure high levels of challenge and accountability. As the school moved to academy status during the academic year, ECM Trust also became involved in the accountability and self-evaluation process.

- Assessment Data is collected termly but reviewed regularly between data collection points by individual teachers, subject leaders and the Deputy Headteacher and Headteacher. Teaching staff, learning support assistants and the Learning Mentor attend and contribute to pupil progress meetings once a term. Individual needs are discussed and the impact of interventions is reviewed. They are adapted or changed if they are not working and children who have not made sufficient progress or who need to make accelerated progress to achieve challenging targets are monitored on year group commentary sheets.
- Leadership time is allocated to enable Leaders of Learning to monitor progress, achievement and attainment in their subject area and to enable the SENDCOs to monitor SEN children. It has also enabled them to provide support to colleagues where appropriate.
- Assessments are moderated regularly within Year Group teams to ensure they are accurate and staff attend LA events where available to further support secure judgements.
- Feedback about performance is given to children and parents.
- National Statistical Data, SATS data and the results of the Y1 Phonics Screening Task, along with internal whole school data tracking systems are used to evaluate impact in terms of attainment and progress.
- ***N.B. Although formal testing at national level did not take place this year, the school still conducted rigorous assessment up to the point at which schools closed due to the pandemic.*