



The Barnehurst Federation of Schools



'Inspired by Innovation'

| 1. Barnehurst Infant School Pupil Premium Allocation | | | | | |
|--|---------------------------------|---|--------------------------|---|----------------|
| School | Barnehurst Infant School | | | | |
| Academic Year | 2018/19 | Total PP budget | £30,752 | Date of most recent PP Review | September 2018 |
| Total number of pupils | 178 | Number of pupils eligible for PP | 16 (Reception TBC) | Date for next internal review of this strategy | January 2019 |

| 2. Current attainment | | |
|--|------------------------------------|--|
| | <i>Pupils eligible for PP (11)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected standard in reading, writing and maths | 82% | tbc |
| % making at least expected progress in reading | 82% | tbc |
| % making at least expected progress in writing | 82% | tbc |
| % making at least expected progress in maths | 82% | tbc |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| | Ensure that PP children make the same progress and attainment or better in RWM throughout KS1, regardless of starting points. |
| | Pupils with emotional / behavioural needs. |
| C. | Pupils with language delay |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |

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| A | Attendance | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| | Raise the attainment and progress measures of children in receipt of PP. | Pupils eligible for PP to make as much progress as 'other' pupils identified across Key Stage in maths, reading and writing. Measured by teacher assessments and successful moderation practices established across the multi-academy trust (MAT). |
| | All pupils to have an increased rate of attendance. | Attendance to be 96% or better overall for PP. Use of attendance register and attendance strategies to evaluate impact. A lesser number of persistent absentees. Persistent Absentee attendance figure to increase. |

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| 5. Planned expenditure | | | | | |
| Academic year | 2018/19 | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |

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| <p>Raise the attainment and progress measures of children in receipt of PP.</p> | <p>Targeted group support on key learning outcomes.</p> <p>Gap filling within and as an intervention facilitated by TAs.</p> <p>Early Morning Work.</p> <p>Intervention and Booster Groups Years 3-6 run by HLTAs</p> <p>Lesson Study Approach to support children who have similar needs in class – with the use of IRIS</p> | <p>Although PP children have achieved good progress measures overall, there are still a number of PP children who are not attaining at a higher level in RWM.</p> <p>Targeted group support has in the past proven to have positive impact on pupil outcomes.</p> <p>Class teachers and support staff to ensure that these children are given support and make progress throughout the day.</p> <p>There are children with similar learning needs throughout the school. A lesson study approach that is embedded into teachers' CPD will enable teachers to model and reflect on practice</p> | <p>Pupil Progress reviews to monitor progress within Pupil Progress Reviews.</p> <p>Monitoring the effectiveness and quality of interventions and gap filing.</p> <p>Plan lesson study with use of IRIS with staff (including TAs) to be planned and scheduled.</p> | <p>DHT/ SENCo</p> | <p>Data - Every half term as part of Pupil Progress Reviews and weekly monitoring to take place.</p> <p>Pupil Progress reviews to monitor progress within Pupil Progress Reviews.</p> |
| Total budgeted cost | | | | | £18,000 |
| <p>All pupils to have an increased rate of attendance.</p> | <p>Regular attendance meetings with EWO (London Borough of Bexley).</p> <p>EWO support in place to help specific families.</p> <p>School provides paid breakfast club facility.</p> | <p>The school's attendance is just below 96% and is worse in EYs. Those children with relatively poor attendance are outperformed by those children who have a better attendance rate.</p> | <p>Monitoring by HT and regular review against the attendance figures.</p> <p>EWO support.</p> <p>Pupil Progress reviews to monitor progress within Pupil Progress Reviews.</p> | <p>HT / DHT</p> | |
| Total budgeted cost | | | | | £1,000 |
| ii. Targeted support | | | | | |

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| PP children to make at least the same or better progress and for more PP children to be higher attainers in EYs and Yr 1 and 2. | <p>Pupil Progress Meetings to formulate targeted support groups in class.</p> <p>Specific children to take part in bespoke Turnaround project.</p> <p>Interventions and boosters that are subject and content specific.</p> | PP children entered the school as low/middle attainers and so through these targeted measures, PP children will continue to make similar progress or better to irradiate the attainment gap in year and by end of Key Stage. | <p>Monitoring of groups targeted - data and the quality of provision.</p> <p>Monthly review meetings of the provision that is in place and its impact.</p> | DHT | Half termly |
| Total budgeted cost | | | | | £5,500 |
| PP who have emotional / behavioural needs to receive specific support for their needs. | <p>Therapy Support with qualified Therapeutic Play Leader.</p> <p>Training in pace for the Therapeutic Play Leader.</p> <p>Supervision for Therapeutic Play Lead.</p> <p>Family SEAL training and release</p> <p>Overtime for staff to attend CAF meetings that are arranged by the school.</p> <p>Parent Support Courses run by the school.</p> <p>Recruitment of inclusion assistant to support parents and attend TAFs</p> | <p>Develop home-school links.</p> <p>Evidence indicates that those children who have received Therapeutic Play support have continued to make progress and so the initiative to continue.</p> <p>Supervision required in order for the therapeutic lead to facilitate strong support.</p> <p>Supporting staff involved need to be present at key meetings throughout process in order to support children/families.</p> | <p>Managed and lead by DHT – Quality Assurance.</p> <p>SDQ assessments at entry and exit to measure qualitative impact.</p> | <p>DHT/ISENCo</p> <p>SENCo</p> | <p>Every half term as part of progress reviews.</p> <p>Review at the end of the program.</p> |
| Total budgeted cost | | | | | £3,500 |

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| EYs motor skills development to enhance physicality of writing. | Dough Gym interventions by trained TA. Didi dance – to help with motor skills. Cost of the delivery from trained specialist. Forest schools – to develop motor skills, team work and cooperation in an outdoor environment. | Motor skills need to be improved to ensure that children make good or better progress. | Train TA Monitor quality of strategy and impact. Pupil progress meetings. | EYs lead | EYs Data and assessment information |
| Amount | | | | | £2,752 |
| Attendance | Breakfast Club After School Club. Attendance Surgery. Parent Outreach Work. | There are PP children who are persistent absentees. Breakfast Club makes morning organisation for parent easier, meaning that attendance and punctuality is better. By inviting parents into school to discuss issues regarding attendance would mean a better home school link and a strategy devised in conjunction with families to improve children's attendance. | HT and DHT (Inclusion) to liaise with parents and within 'Attendance Surgeries'. | HT / DHT (Inclusion) | Review once per half term. |
| Total budgeted cost | | | | | £30,752 |

Early Years Pupil Premium Grant (EYPP) 2017-2018

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| 1. Barnehurst EY Pupil Premium Allocation | | | |
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|-------------------------------|--------------------|---|------|
| School | Barnehurst Nursery | | |
| Academic Year | 2018/19 | Total PP budget | £302 |
| Total number of pupils | 52 | Number of pupils eligible for PP | TBC |

- Principles:**
- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
 - We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
 - In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free meals will be socially disadvantaged.
 - Disadvantaged funding will be allocated following a needs analysis which will identify priority individuals.
 - The children’s needs are paramount and the funding will swiftly close gaps in learning.

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| Targeted support | | | | | |
|-------------------------|--|--|--|--|--|

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|-----------------|------------------------|---|---|------------|--------------------------------------|
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|--|--|--|---|-------------------|--------------------------------------|
| To develop gross motor skills and fine motor skills provisions in preparation for writing. | <p>BLAST – Boosting</p> <p>Funky Fingers.</p> <p>Didi dance – to help with motor skills. Cost of the delivery from trained specialist.</p> <p>Dough Disco (Fine Motor Skills) Jump Ahead (Fine/Gross motor skills and Communication)</p> | <p>Motor skills need to be improved to ensure that children make good or better progress.</p> <p>BLAST has been proven to support the development of speech, language and communication in foundation stage children. It is linked to the curriculum and is viewed as good practice in developing listening and speaking skills.</p> <p>Dough Disco is and Effective programme for children who really need to work on their upper body and gross motor development.</p> | <p>Monitoring of groups targeted - data and the quality of provision.</p> <p>Half termly pupil progress review meetings focused on the provision that is in place and its impact.</p> | EYFS Leader/SENCo | Half termly pupil progress meetings. |
| Total budgeted cost | | | | | £302 |

Barnehurst Infant School Pupil Premium Allocation Review

The school's evaluation of its own performance is rigorous. Senior leaders and class teachers track progress over time for each student. Gaps are identified quickly, and appropriate interventions put in place. These are then carefully monitored to ensure maximum impact. Half Termly Pupil Progress meetings include a focus on PPG students.

During 2018 – 2019, monitoring includes:

- Moderation of assessments to ensure accuracy;
- Half termly tracing and evaluation of interventions;
- Half termly Pupil Progress meetings, with reviews of all students;
- Meetings with outside agencies where relevant;
- Regular feedback to parents re: attainment, progress, behaviour and motivation
- Case studies to assess the impact of pastoral interventions;
- Observations of lessons and playground activities;
- Interviews with students, staff and parents;

Key stage 1 reading attainment by pupil group

| Breakdown | Cohort | At least expected standard in reading | | | | Below expected standard in reading | | | | Foundations | | Working towards | |
|-------------------|---------|---------------------------------------|---------|------------------------|---------|------------------------------------|---------|-------------|---------|-----------------|---------|-----------------|---------|
| | | Achieved the expected standard | | Achieved greater depth | | Below pre-key stage 1 | | Foundations | | Working towards | | | |
| | | Sch % | Nat ben | Sch % | Nat ben | Sch % | Nat ben | Sch % | Nat ben | Sch % | Nat ben | Sch % | Nat ben |
| All pupils | 60 | 92 | 76 | 47 | 25 | 0 | 2 | 2 | 4 | 7 | 17 | | |
| Disadvantaged | 6 (4/6) | 67 | 79 | 17 | 28 | 0 | 2 | 0 | 3 | 3 | 15 | | |
| Other | 54 | 94 | 79 | 50 | 28 | 0 | 2 | 2 | 3 | 4 | 15 | | |

KS1 Disadvantaged Progress and Attainment Outcomes 2017

Key stage 1 writing attainment by pupil group

| Breakdown | Cohort | At least expected standard in writing | | | | Below expected standard in writing | | | | Foundations | | Working towards | |
|-------------------|--------|---------------------------------------|---------|------------------------|---------|------------------------------------|---------|-------------|---------|-----------------|---------|-----------------|---------|
| | | Achieved the expected standard | | Achieved greater depth | | Below pre-key stage 1 | | Foundations | | Working towards | | | |
| | | Sch % | Nat ben | Sch % | Nat ben | Sch % | Nat ben | Sch % | Nat ben | Sch % | Nat ben | Sch % | Nat ben |
| All pupils | 60 | 92 | 68 | 45 | 16 | 0 | 2 | 2 | 5 | 7 | 24 | | |
| Disadvantaged | 6 | 100 | 72 | 25 | 18 | 0 | 2 | 0 | 4 | 4 | 22 | | |
| Other | 54 | 94 | 72 | 45 | 18 | 0 | 2 | 2 | 4 | 7 | 22 | | |

Disadvantaged children outperformed Other Non-disadvantaged children at the expected standard.

Key stage 1 maths attainment by pupil group

| Breakdown | Cohort | At least expected standard in maths | | | | Below expected standard in maths | | | | Foundations | | Working towards | |
|-------------------|--------|-------------------------------------|---------|------------------------|---------|----------------------------------|---------|-------------|---------|-----------------|---------|-----------------|---------|
| | | Achieved the expected standard | | Achieved greater depth | | Below pre-key stage 1 | | Foundations | | Working towards | | | |
| | | Sch % | Nat ben | Sch % | Nat ben | Sch % | Nat ben | Sch % | Nat ben | Sch % | Nat ben | Sch % | Nat ben |
| All pupils | 60 | 95 | 75 | 47 | 21 | 0 | 2 | 2 | 4 | 3 | 19 | | |
| Disadvantaged | 6 | 100 | 79 | 25 | 23 | 0 | 2 | 0 | 3 | 0 | 16 | | |
| Other | 54 | 94 | 79 | 46 | 23 | 0 | 2 | 2 | 3 | 4 | 16 | | |

Year 1 phonics attainment by pupil group

| Breakdown | Cohort | Number absent / didn't take the test | Number not achieving the expected standard | | | Number achieving expected standard | | School % | Average mark |
|-------------------|--------|--------------------------------------|--|------------|--------|------------------------------------|--------------------|---------------------------|--------------|
| | | | Number | Percentage | Number | Percentage | National benchmark | School National benchmark | |
| All pupils | 60 | 0 | 2 | 58 | 97 | 81 | 37 | 34 | |
| Disadvantaged | 4 | 0 | 0 | 4 | 100 | 84 | 37 | 34 | |
| Other | 56 | 0 | 2 | 54 | 96 | 84 | 37 | 34 | |

Mid-Year Data Review

Year 2 2018 Attainment Outcomes

| 2017 | 2017 National | All Pupils | | Pupil Premium | | 2018 Prediction | |
|-------------------------------|---------------|------------|-----------------|---------------|---------------|-----------------|------------|
| | | 2017 | 2018 Prediction | 2017 | 2017 National | | |
| KS1 R | 92 | 76 | 92 | 60 | - | 100 | |
| KS1 R+ | 46 | 25 | 45 | 20 | - | 50 | |
| KS1 W | 92 | 68 | 92 | 100 | - | 100 | |
| KS1 W+ | 38 | 16 | 37 | 20 | - | 25 | |
| KS1 M | 95 | 75 | 94 | 100 | - | 100 | |
| KS1 M+ | 46 | 21 | 46 | 60 | - | 25 | |
| KS1 EGPS | 85 | 76 | 92 | 60 | - | 100 | |
| KS1 Combined (no EGPS) | | 88 | 25 | 90 | 60 | - | 100 |

- Gap filling within and as an intervention facilitated by TAs is showing a positive impact on the percentage of children on track to be both Expected and Greater Depth.
- Evidence indicates that those children who have received Therapeutic Play support have continued to make progress and so the initiative to continue.
- PP children continue to make similar progress or better, diminishing the difference of the attainment gap in year and are on track by end of Key Stage.
- Specific children are taking part in bespoke Turnaround project – in school data shows a positive impact on progress and attainment with children making at least expected progress of 1 step per term on average.

Phonics 2018 Predicted Outcomes

| 2017 | 2017 National | All Pupils | | Pupil Premium | | 2018 Prediction | |
|------------------------------|---------------|------------|-----------------|---------------|---------------|-----------------|------------|
| | | 2017 | 2018 Prediction | 2017 | 2017 National | | |
| Year 1 | 97 | 81 | 94 | 100 | - | 100 | |
| Year 2 | 100 | 96 | 100 | 100 | - | 100 | |
| Combined Year 1 and 2 | 97 | | | 94 | 100 | - | 100 |

Reception 2018 Predicted Outcomes

All Pupils Pupil Premium

| | 2017 | 2017 National | 2018 Prediction | 2017 | 2017 National | 2018 Prediction |
|-----------------------|------|---------------|-----------------|------|---------------|-----------------|
| GLD2 | 92 | 71 | 92 | 75 | - | 80 |
| GLD3 | 2 | - | 37 | 0 | - | 20 |
| Average Points | 37.3 | - | 37.5 | 34.6 | - | 36 |

- Motor skills have improved to ensure that children are making good or better progress.
- BLAST interventions has been successful in supporting the development of speech, language and communication in foundation stage children.
- Dough Disco is having an effective impact for children who really need to work on their upper body and gross motor development.

