



Beaufort Primary School

Information re pupil premium funding for disadvantaged children: 2016/'17

Total number of pupils on roll in EYFS to Year 6: **440** as of July 2017.

Total number of Ever 6 / FSM pupils eligible for the PP grant funding as of May 2017 = **71** of whom 3 are service premium with one additional LAC funding.

Total amount of Pupil Premium grant received for the year April 2016 – March 2017 **£93,530**

Total for the Academic year September 2016 – August 2017, anticipated at **£97,205**

Below is a breakdown of most of the extra support we plan to offer disadvantaged children on our register.

In addition to the support listed below, precision teaching and / or pre teaching support is timetabled regularly in – class, led by our 2 part time Pupil Premium funded T.A's, supporting a number of disadvantaged pupils of all abilities.

An additional T.A was funded in Year 3 for 4 weeks in the afternoons during the Spring term.

Provision has also been made for a SEND Teaching Assistant to support children throughout the year, including some who are SEND/Pupil Premium.

Other funding streams are used to support all children in school.

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact Detailed at the end of each term.
<p>Interventions led by a part time Pupil premium funded T.A; a part time ELSA/PP T.A & the part time pupil premium manager, some support is detailed here.</p> <p>Additional costs within this funding stream provide 2 in-house Teachers tutoring disadvantaged pupils after school; a T.A before school 3 x 20 minutes weekly and staff covering lunchtime club.</p>		<p>Annual salary Budget: £24,559.27</p>		
<p>1st class@number Maths intervention.</p>	<p>Year 6 pupil led by the PP T.A</p> <ul style="list-style-type: none"> To address specific misconceptions and gaps in Maths learning. 		<p>Twice per week during the Autumn term 2016.</p>	<p>Intervention completed on 17th November with Maths target(s) met/progress made in learning gaps.</p> <p>New intervention '1stclass@arithmetic' has now started with the same pupil and will continue into the Spring term 2017.</p>
<p>1st class@arithmetic:calculation Maths Intervention KS2</p>	<p>Support provided by for 2 children in Year 6. To fill KPI gaps in Maths calculation. Complete Maths skills activities in addition and subtraction.</p> <p>Spring term 2017 For these 2 Year 6 children, complete the subtraction section of this intervention then start multiplication and division.</p> <p>An additional disadvantaged Year 6 child moved to this intervention for the Spring term '17.</p>		<p>Autumn term 2016</p> <p>Spring term 2017</p> <p>To continue into the Summer term until mid – May 2017</p>	<p>Regular liaison with the Year 6 teacher re Maths data analysis + Baseline assessment compared at the end of each term.</p> <p>Year 6 SATS May'17.</p> <p>In an end of term arithmetic test, one child scored in the top 50% within her class</p> <p>Impact from a baseline is shown in book monitoring – confidence in class work is evident for both children.</p> <p><u>Impact:</u> Target areas addressed as advised by the class teacher. Some areas of difficulty have also been practised to promote Maths confidence leading up to SATS in May. Two children made good progress in knowledge performance indicators relating to arithmetic, although one is not yet meeting the expected standard. The third child has met all indicators at the expected standard.</p> <p>Both disadvantaged children met their Number goal – as per Year 6 SATS results.</p>
<p>'Feeling Fabulous' using the 'Snivel and Shriek' intervention as advised by an Outside agency.</p>	<p>Aims of the intervention:</p> <ul style="list-style-type: none"> Greater self-awareness. Enthusiasm for learning. Learning accountability for own actions. 		<p>Autumn term 2016</p>	<p>A questionnaire was completed before and after the intervention showing the responses to feelings had improved.</p> <p>Supported during December in class by same PP T.A. to ensure the child's confidence was maintained, with reassurance(s) given. Intervention stopped.</p>
<p>'Semantic links' Intervention as advised by an outside agency</p>	<ul style="list-style-type: none"> To identify target words and pictures. To fill gaps in language/understanding. 		<p>Autumn term 2016</p>	<p>Progress made within the intervention programme/ and target(s) met for this term. Intervention used as a starting point for talking around subjects and filling language gaps as they became apparent. Intervention stopped.</p>

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact Detailed at the end of each term.
<p>Year 1 letter formation and Writing skills group. 'Write dance' intervention.</p> <p>Spring term: Year 1 Early writing skills: Multi-sensory approach to form letters and support writing/ use of finger spaces is encouraged - support to continue.</p> <p>Summer term: Writing skills – to write a simple sentence and use phonic knowledge to spell consonant, vowel consonant words.</p>	<p>Purpose of this intervention:</p> <ul style="list-style-type: none"> • 'Write Dance' is a progressive music and movement programme for the development of pre writing & writing skills. • Skills supported as a multi-sensory intervention with verbal cues. <p>Group of 1:3 disadvantaged children 2 x weekly.</p> <p>Summer term: 1 group of 3 disadvantaged children. From Year 1. 'I can' approach for confidence re 1 disadvantaged child. 1 group of 2 disadvantaged children from Year 1.</p>		<p>First half of the Autumn term 2016 2 x weekly for 30 minutes per session.</p> <p>Spring term 2017</p> <p>Summer term 2017</p> <p>30 mins per week.</p>	<p>'Write dance' was used during the first half-Autumn term. Pre-writing / letter formation /Writing skills interventions in Year 1.</p> <p><u>Impact:</u> Fully successful for letter formation using various materials. Transferred to written work and target met for 2 / 3 children. Variable independent use of finger spaces. Intervention to continue 2 x weekly for the same children, with a focus on sentence structure.</p> <p><u>Impact:</u> The children were supported in correct letter formation and in writing short simple sentences. Group 2 can add sentences to their writing to make it more interesting for the reader. Improvement in independently 'having a go'.</p>
<p>EYFS Letter formation and writing group of 4 children. Early years skills as directed by class teacher(s.)</p>	<ul style="list-style-type: none"> • To use words to write simple sentences. • To use finger spaces to make sure that the writing makes sense to a reader. 		<p>Summer term 2017</p>	<p><u>Impact:</u> 3 out of the 4 children made expected progress in Writing and met this Early learning goal. The fourth child did not meet the Early learning goal. Next steps: To provide additional support and monitor progress into Year 1 for the fourth child.</p>
<p>Year 1 Phonic knowledge 'gaps' for 5 disadvantaged children.</p>	<p>2 x weekly support on a 1:1 or 1:2 basis, in addition to regular in- class phonic support.</p> <ul style="list-style-type: none"> • The 'Read, Write, Inc' school phonic approach used to fill knowledge 'gaps'. • Following of the Year 1 phonic assessment format using real and non-words. Sounds discussed and words created with the children prior to their assessment in June 2017. • Games and magnetic letters. • Phoneme frames and green 'go' dot used to support sounding out. • Multi-sensory approach. 	<p>Within the salaries for the PP T.A and Pupil Premium manager.</p>	<p>March – June 2017.</p>	<p>Year 1 Phonic assessment June 2017.</p> <p><u>Impact:</u> 91% of the supported disadvantaged children, who were deemed borderline to pass as of the Spring pupil progress meeting, met the standard pass mark.</p>

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact Detailed at the end of each term.
<p>Additional and regular 1:1 reading support for 11 Disadvantaged pupils during the year: Personalised and focused teaching and learning.</p> <p>In class support; other funding streams; parent volunteers and the 'buddies' system are also used to promote reading opportunities and a love of reading. Frequent opportunities to read provide valuable time to share texts).</p>	<ul style="list-style-type: none"> To develop a variety of reading skills /strategies for independent reading. To share new language within texts. To complete KPI gaps, making progress in line with peers. To increase confidence and self-esteem and promote a love of reading. 	<p>Listed within the staff salaries budget above.</p>	<p><u>Autumn term 2016:</u> 4 KS1 children 7 KS2 children 15 – 20 mins per week.</p> <p><u>Spring term 2017:</u> 5 x KS1 children 5 KS2 children 15 – 20 mins per week on a 1:1 basis.</p> <p><u>Summer term 2017:</u> 4 x KS1 children 6 x KS2 children Timings per session as above.</p>	<p>P.M. Benchmarking, teacher assessment and running records are administered on a regular basis.</p> <p><u>Autumn term impact:</u> KS2 1 child moved up 2 book bands. KS2 4 children moved up 1 book band KS2 x 3 children are free readers and have been supported / made progress in pace of reading and age appropriate learning 'gaps' e.g. Comprehension; inference and characterisation. KS1 1 child moved up 1 book band 2 x KS1 children made progress within a book band.</p> <p><u>Spring term impact:</u> KS1: 1 child moved up 2 reading book bands and is now reading with expression. 3 x children moved up a book band, and are reading with more confidence. 1 x Year 1 child made progress within a book band and has learnt to blend sounds. Outside agency involvement is being sought. Some additional early morning before school support will be offered.</p> <p>KS2: 2 children are Free readers and developed greater depth in comprehension / understanding of new vocabulary. Both to now stop this additional intervention. 3 x Year 3 children supported on a 1:1 basis have developed reading skills to promote independence. All have moved up a book band.</p> <p><u>Summer term impact:/ next steps.</u> P.M benchmarking used. KS1: 3 children have moved up additional book bands in line with their peers and have developed comprehension skills and confidence in reading. Outside agency involvement / advice for one child who has not made anticipated progress. KS2: 6 disadvantaged children have received additional 1:1 support. Two made 2 book bands of progress within the term. One child is a free reader so has not been re-assessed. He is encouraged to talk around the texts. All made progress in comprehension and reading skills to promote independence and a love of reading.</p>

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact Detailed at the end of each term.
<p>KS2 for 3 Ever 6 /FSM pupils 'Tutordocor' support 1 x weekly after school.</p> <p>Tutoring Year 6 for 3 Ever 6 / FSM pupils.</p> <p>Tutoring for Ever 6/FSM pupils.</p> <p>'Third space learning'</p> <p>'Explore Learning'</p>	<p><u>Autumn term 2016:</u> 3 disadvantaged KS2 children funded on a 1:1 basis. Led by 'Tutordocor' tutors. To target 'gaps' in Maths and / or Literacy as advised by Class teachers.</p> <p><u>Spring 2017:</u> 3 x disadvantaged/Ever 6 Year 6 children funded for 1 hour per week for 10 weeks of 'Tutordocor' support.</p> <p><u>Summer term 2017:</u> 2 disadvantaged KS2 children, each funded for 10 weeks of 1:1 'Tutordocor' support. One for Writing and one child for Reading and inference skills. 4 x disadvantaged children tutored by an experienced teacher. Aim: To fill learning gaps in liaison with C.T's. Autumn term: 3 disadvantaged children, supported by an experienced teacher after school.</p> <p>Spring term: 2 Year 2 disadvantaged children in a group of 1:2. <u>Aim:</u> To fill Literacy learning gaps in liaison with C.T Continuing into the Summer term Year 2 children for Literacy support. 2 x disadvantaged Year 3 pupils in a group of 2 after school.</p> <p>Targeting specific areas in Maths knowledge addressed on line 2 Year 6 children on a 1:1 basis. Spring: 2 x Year 3 (new funding stream) 2 x Year 6 children continued support. 1 disadvantaged pupil from Year 5.</p> <p>On-line intervention out of school, for Maths and English, filling learning gaps. Spring term for a KS2 disadvantaged child. Summer term for a Year 3 and a Year 5 disadvantaged pupils.</p>	<p>Anticipated by the end of the academic year: £8,000</p> <p>For both teachers in-house by the end of the academic year: £2,750</p> <p><u>Autumn 2016</u> £238.80 set up costs. <u>Spring term 2017 Total:</u> £1,494 Total for the academic year: £3,000</p> <p>Total cost: £ 1,116+</p>	<p>10 weeks of support 1 hour per week.</p> <p>10 weeks of support for 1 hour per week until May 2017.</p> <p>10 weeks of support for 1 hour per week after school</p> <p>10 weeks of support 1 hour per week after school. Autumn '16 1:2 and a 1:1 child per week.</p> <p>Spring '17 1 x weekly, Year 2 children.</p> <p>Summer '17 1 x weekly, Year 2 children for 10 weeks. 1 x weekly Year 3 children for 10 weeks.</p> <p>After school for one hour weekly.</p> <p>Intervention after school twice weekly.</p>	<p><u>Autumn 2016 Impact:</u> All 3 children have developed skills in the area(s) being supported and are all on track to meet their end of year expectations. Completed support. Literacy: Improvement shown in multiple Learning objectives in Literacy for the 2 children this concerned. Maths assessment for 1 child: Progress made in 6 specific targeted areas.</p> <p><u>Spring 2017 Impact:</u> All children closing KPI gaps with an increased opportunity for meeting end of year expectations. Following Year 6 SATS results, 2 of these children made the expected progress from KS1.</p> <p><u>Summer 2017 Impact:</u> Reading / inference. The child met the end of year expectations in reading and met the KPI related to inference. Writing: Having received this support, the child met the end of year expectations in Writing and made the expected progress. KPI gaps addressed in Literacy – directed by the class teacher. Learning goals met accordingly. <u>Autumn term 2016 impact:</u> Maths: Secured 2's; 5;s and 10 x tables and inverses. 3s and 4s is being embedded and counting in 8's next step. Literacy: Writing with an increased pace using punctuation more confidently, 1 child is extending sentences and using paragraphs independently. Intervention completed/stopped.</p> <p><u>Spring term impact:</u> Targets met for both children with punctuation 'gaps' filled. Reading: Both children have moved up a book band during the term and are more confident in finding key words in a text. To continue.</p> <p><u>Summer term Impact:</u> Year 2 Literacy: Both children have developed spelling strategies and a real enjoyment for reading. Writing / punctuation within sentences have improved. Year 3 Now able to identify rhyming words. Fronted adverbials understood and used in writing to add interest. <u>Autumn term 2016 Impact:</u> Increased the confidence of both children; they are putting their hands up in class more and contributing to whole class activities in Maths. <u>Spring term 2017 impact:</u> All working with increased confidence and 3 children are now expected to meet their end of year Expectations. <u>Summer term impact:</u> 2 children met the target KPI 'gaps' in areas supported and one met her end of year expectations. The third has not met the target and next steps will be to provide a different intervention into Autumn 2017. Definite impact as both made progress and met end of year expectations. <u>Next steps:</u> To continue into the Autumn term 2017 and again to work /focus on specific knowledge learning gaps - as directed by the new Class teacher.</p>

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact Detailed at the end of each term.
Breakfast club provision	Offered as needed, particularly where attendance may be low or punctuality is an issue.	£2 per child per session. Annual cost £6,460	Throughout the course of the year as needed.	Up to 17 children use this facility regularly. Impact on attendance; punctuality and usage are monitored termly by SLT/Pupil premium manager and our attendance officer. Some of our disadvantaged children attend breakfast club - ongoing throughout the academic year. Most attend daily. Impact is monitored every term and shared between SLT / FLW/ Governors.
After school clubs Weekly Individual Music Lessons	Offering experiences where lack of funds may prevent / affect attendance of some disadvantaged pupils. 6 FSM/Ever 6 children have weekly lessons in either piano; guitar; violin or drums. One additional disadvantaged child is to start lessons in May 2017.	Annual budget £3,000 <u>Autumn term '16</u> <u>Total: £682.80</u> <u>Spring term '17</u> <u>Total: £585.53</u> <u>Summer term'17</u> <u>Total £500</u>	20 minute individual Lessons weekly.	Impact letters from parents are collected and show evidence of increased confidence and skills in specified areas. To promote a sense of wellbeing; rhythm; a love of music and the development of musicality and relaxation. Verbal feedback: 3 parents have expressed their delight in the children's love of their lessons. One child stopped individual lessons in February 2017. Summer term: A pupil played in a school concert for their peers. It was a great confidence building exercise. One child has swapped instruments in readiness for the new school year. <u>Next steps</u> All peripatetic learning will continue into the Autumn 2018 for children in KS2.
Family link worker Support working with children and their families, including all disadvantaged children - as required.	Parenting supporting for families and parents linked to specific needs, including parenting classes and 1:1 support. To help develop an effective working partnership between school and home. To support parents with parenting strategies. Specific training session for the FLW. <u>Summer term 2017:</u> 10 disadvantaged children and families will be supported on specific target work. Others will be in contact with the FLW on a regular needs /ongoing basis.	Annual budget: £23,960.50	Throughout the academic year 2016/17.	21 FSM/Ever 6 children and their families have been supported by the FLW during the Autumn term 2016, on a needs basis. As appropriate, the FLW is liaising with parents / carers in supporting attendance, providing advice and support where needed – this will be ongoing throughout the academic year. <u>Spring term 2017:</u> 17 disadvantaged children and families were supported. Advice and support is an ongoing process. <u>Summer term 2107:</u> Continued support for children and their families. FLW provided a link between school and home on a needs basis – for all children in school. Our target of 10 disadvantaged pupils and families were supported during the term.

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact Detailed at the end of each term.
ELSA's x 2 (Part-time.) Interventions as listed below are funded within the ELSA budget. Additional interventions and strategies are used on a needs basis.	2 x part time ELSA T.A.'s and specific training/equipment.	Annual budget: £15,192	Throughout the academic year 2016 / 17.	Impact relating to specific interventions, as listed. Please note, to retain confidentiality of support, only short statements are listed here.
'Circle of friends' Friendship group	Aim: To promote inclusion within school and to develop socialisation / friendship. 4 x Year 5 children supported by the ELSA in a weekly group session.		September 2016 for 6 weeks. January 2017 for 5 weeks. Summer term 2017 for 5 weeks.	Impact: Target met. (1 child received additional 1:1 ELSA support following this intervention) Impact: Confidential support. Measured on completion of a questionnaire at the start and end of the intervention. Summer impact: Three of the group demonstrated an excellent ability in making good friends and in developing their self-esteem. For two children, the ELSA made the decision to continue to the end of the term with different Interventions based on self-esteem and emotions.
Sibs group 2 x Early years and a Year 1 child will attend a younger version of this intervention, called the 'Carers and caring' group in the Spring term '17.	Opportunities given in a fun and relaxed environment: <ul style="list-style-type: none"> To give siblings extra time to share experiences in a confidential setting. To address the needs of the young carers. Staff to become fully aware of the needs siblings of children with a disability. 		2 groups for 6 weeks per half-term. 5 weeks of ELSA support from January 2017.	Impact: For group support, needs were addressed in a relaxed setting and most of the children shared experiences and contributed where appropriate, in a confidential manner. Opportunities for fun tasks provided for sharing and caring in a relaxed and confidential setting.
'Happy to be me'	Aim: To help increase self-confidence and social skills.		6 week course	Increased awareness of own self-esteem and strategies to increase self-esteem.
Aspiration group	Alternate weeks support for KS1 then KS2 children in a group. Activities and discussions planned and led by the ELSA. Trips arranged.		Summer term 1 hour per session for each key stage.	Impact: The children from both groups are developing resilience. Good progress has been made. Trips based on the children's aspirations, have been organised to flow into the Autumn term 2017.
Lego therapy	Lego therapy provides a potentially promising approach to improving social skills in children, especially those with ASD, by applying the therapeutic benefits of play.		Within a term, small groups of children are supported in school by both ELSA's or by class T.A's. Summer term: 5 weeks of support in a group of 3 for 30 minutes per week, led by the ELSA.	Questionnaire completed by C.T at the start and end point re this intervention to monitor impact for each child. Impact: Target of this intervention met for all three children. Final questionnaire's completed by the ELSA.

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact Detailed at the end of each term.
<p>Further interventions are available and used throughout the year, these include: ‘Talking and drawing’; ‘Resilience’; Social skills; ‘Emotional regulation;’ ‘Nurturing and caring group;’ ‘What to do when tempers flare’ programme; ‘Preparation for change’ including transition; Anxiety/ worrying; Sleep issues.</p> <p>Lunchtime club is provided daily. Children attend on a needs basis, some of whom are funded from the Pupil premium grant, supported by 2 ELSA’s.</p>	<p>Aim: For children to have a calm place to go to at lunchtime if needed.</p>	<p>Mostly within staff salary costing above.</p>	<p>2 – 10 week length of support provided</p> <p>Offered daily in school.</p>	<p>An increase from a baseline questionnaire completed by the class teacher is monitored on completion of the intervention(s). Next steps will be discussed and agreed with C.T /Senior leadership team and the FLW half-termly.</p> <p>Impact: Children who attend have a more successful lunchtime and most enter the classroom after lunchtime ready to learn.</p>

Additional Provision during 2016/17	What does this look like?	Cost	Time frame	Impact
EYFS Goody bags created for potential disadvantaged children, especially those known to be in receipt of EY PP, starting at Beaufort school in September 2017	Our aim is to encourage families to engage in learning before the child starts school and to make families aware of the pupil premium funding available and encourage them to apply for the Pupil premium grant.	£121.70	These bags will be available for the EYFS staff during home visits and at play dates at Beaufort, during the Summer term 2017.	To engage with new families making them aware of the Pupil premium grant. Forms completed and passed back to school by July 2017, for consideration / meeting criteria, in readiness for the Autumn 2017.
Access to a transition project: Transition from Year 6 to secondary school	Transition support with the move to secondary school. This allows the children to get to know the secondary school before they start in September 2017.	£160	Visit days during the Summer term 2017.	To alleviate anxieties around the move to a new school. Five Year 6 disadvantaged pupils attended transition projects at 2 different local schools. A child who attended the project stated she was glad she attended and is now feeling really confident about starting at secondary school.
Part - funding for KS2 residential trips in June 2017	Upper KS2 children eligible for pupil premium funding may request financial support towards the cost of residential trips, after paying an initial deposit this can be in addition to bursary funding where applicable.	£960	June 2017	To allow the pupils to experience activities and opportunities which they might not otherwise have access to. 9 parents of upper KS2 disadvantaged children paid their deposit then requested and were granted, financial assistance towards the cost of residential visits in this academic year. All children have the right to experience a broad and balanced curriculum, including planned learning outside of the classroom environment.
Additional expenditure from the P.P budget include: Pastoral resources; Pupil premium intervention resources and equipment/consumables. Milk for FSM children; Uniform on a needs basis; Assessments for specific disadvantaged children on a needs basis. Monies towards school visits/trips and workshops; swimming lessons & visiting drama productions - part funding.		<p>General annual budget:</p> <p>£5,744.53</p>	Throughout 2016/17	

Data compiled by Adele Jones