



## Pupil Premium Report 2017 to 2018 – Downs Barn School

The Pupil Premium Grant is additional funding to help schools support the education and achievement of children from low-income and other disadvantaged families, with the aim of ‘diminishing the difference’ between their progress and attainment and that of their peers. It is primarily aimed at children eligible for Free School Meals (FSM) as well as looked after and adopted children (LAC). For the academic year 2017 to 18 the government provided funding set at £1320 per pupil eligible for the Pupil Premium Grant, with Looked After Children funded at £1900 (although some of this funding is retained by MK Council).

**Downs Barn School received a Pupil Premium Grant allocation of £17,973 for the 2017 to 2018 financial year.**

Schools are able to choose how to allocate their Pupil Premium funding. However, we are accountable for our spending and for ensuring that it benefits the children of our low income families, and children from other disadvantaged groups. To monitor the effectiveness of our Pupil Premium Strategy, our Pupil Premium children and those at risk of underachieving are a standing item for discussion at team planning, Leadership Team meetings and Pupil Progress Meetings, particularly focusing on emotional well-being, Reading, Writing and Maths and comparing the progress and attainment of this group of children with that of their peers within Southwood School, and with that of children nationally. All Pupil Premium children and those at risk of under achieving are identified on Lesson overviews to ensure progress is closely scrutinised on a daily basis. We know that we have a number of families who sit just above the threshold for the Pupil Premium Grant, but are no less disadvantaged than some families in receipt of the grant. We also recognise that not all of our families in receipt of the grant are necessarily ‘disadvantaged.’ We therefore closely scrutinise all our school data to ensure that we identify all children who we deem to be ‘disadvantaged’, by identify their barriers to learning, and allocate our funding accordingly.

### Impact of Pupil Premium Spending – 2017 to 2018 Academic Year Data

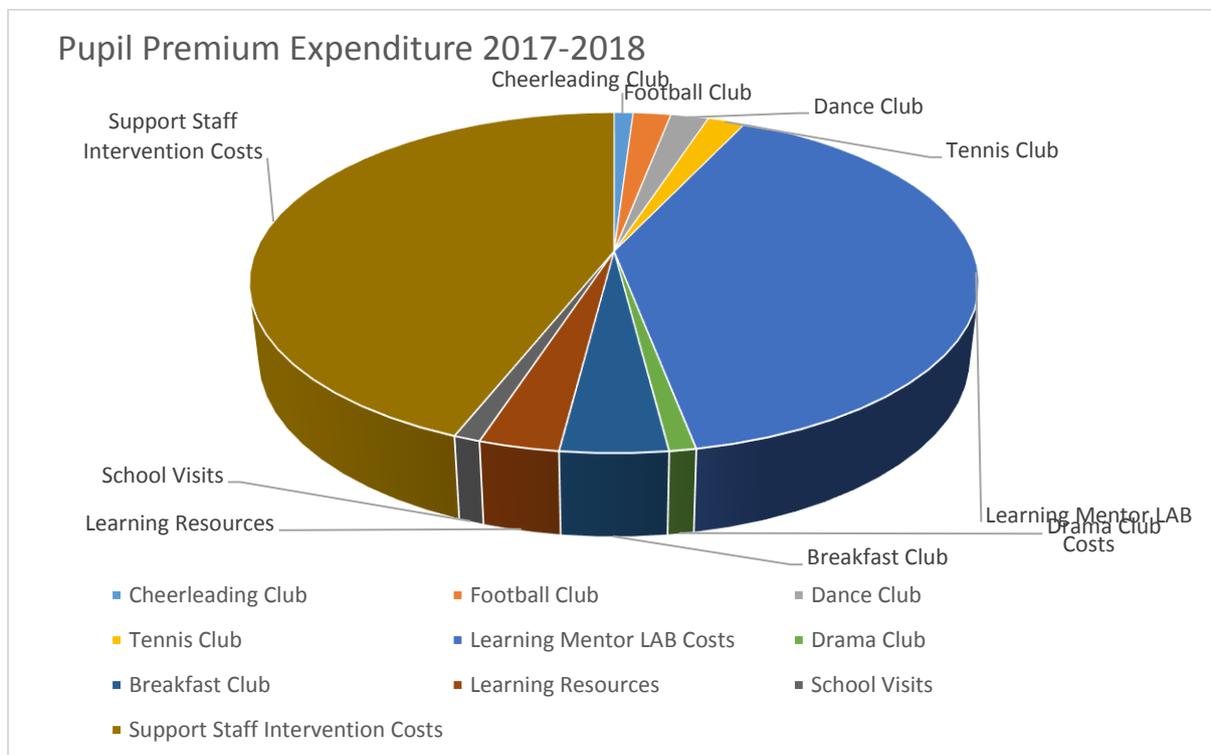
	Maths		Reading		Writing	
	PP children achieving expected standard +	Non PP children achieving expected standard +	PP children achieving expected standard +	Non PP children achieving expected standard +	PP children achieving expected standard +	Non PP children achieving expected standard +
Year 1 3 children	<b>67%</b>	<b>76%</b>	<b>33%</b>	<b>80%</b>	<b>67%</b>	<b>76%</b>
Year 2 5 children	<b>80%</b>	<b>65%</b>	<b>80%</b>	<b>74%</b>	<b>60%</b>	<b>70%</b>

The impact of Pupil Premium spending is also evidenced through the number of children who have had the advantage of attending an after school club to experience an activity that they

may not have had the opportunity to attend outside of school. The children have also benefitted greatly from the nurture support provided by the LAB, helping the children to improve their social and emotional development and the financial support which enabled them to attend trips and visits which may have had to have been cancelled if not enough funding had been received.

The following table and pie chart outline how the Pupil Premium was spent in 2017 to 2018:

Details of Expenditure	Breakdown of costs	Additional Information	% of total cost	Amount in £
Cheerleading Club	25%		1	110
Football Club	25%		2	377
Dance Club	25%		2	348
Tennis Club	25%		2	418
Learning Mentor LAB			40	7300
Drama Club	25%		1	200
Breakfast Club	50%		4	695
Learning Resources	50%	Plus Training	3	521
School Visits			1	174
Support Staff Intervention Costs			44	7830
<b>Total</b>			<b>100</b>	<b>17973</b>



Downs Barn Pupil Premium Strategy for Funding 2018 to 19

**The Pupil Premium Allocation for Downs Barn School 2018 to 2019 is £19,770**

Barrier	Action	Rationale for choice	Steps to success	Provisional Allocation
Emotional needs of some children prevent full engagement in learning.	<b>Part funding of dedicated Learning Mentor to work in our Learning and Achievement Base.</b>	Since its introduction in 2007, the LAB has been instrumental in supporting the emotional needs of all of our children, especially those we identify as being 'disadvantaged', allowing teachers and other TAs to focus on their academic achievement.	<ul style="list-style-type: none"> <li>• Monitor and record the flow of children accessing the LAB, with a particular focus on PP children. Analyse on a termly basis.</li> <li>• Continue to build good relationships with families, with a particular focus on the disadvantaged and those eligible for PP, to improve engagement.</li> <li>• Monitor, challenge and support lack of punctuality and non-attendance by all children, but focusing on PP as an identified group.</li> <li>• Emotional and Social support to be provided for children in need</li> </ul>	<b>30% of costs £8455</b>
Some children begin to fall behind in year 1 as learning becomes more formal, and with the increased expectations of the KS1 curriculum.	<b>Year 1 supported by 1 full time HLTA in the mornings and 1 part-time TA to ensure that adequate small groups and targeted interventions raise attainment, including for the more able of our disadvantaged pupils.</b>	We believe that it is crucial to continue the good practice of the EYFS in year 1, with good adult:child ratios so that teaching for English and Maths groups remain small and targeted, and that there is the provision for a TA to deliver interventions as necessary in the afternoons.	<ul style="list-style-type: none"> <li>• Children identified for specific commercial interventions: Read, Write, Inc, Better Reads and Talking Partners.</li> <li>• Group sizes are small for English, Maths and Phonics to ensure targeted support.</li> </ul>	<b>35% of salary costs = £8295</b>

<p>Not all children make sufficient progress from their varied starting points, and some children do not reach age related expectations.</p>	<p><b>A range of intervention programmes are used to support those children identified as making slow progress or working below age related expectations.</b></p>	<p>Extensive research has taken place in the UK, analysing the link between socio-economic disadvantage and attainment. Much of this concludes that the attainment gap between children from disadvantaged families and other families is detectable from an early age, and that this gap widens throughout a child's school life. Our aim at Downs Barn School is to ensure that this gap does not widen nor even exist, and that any differences are diminished as early in a child's school life as possible.</p>	<ul style="list-style-type: none"> <li>• AfL strategies are used to identify those children requiring interventions to diminish the difference between their achievements and those of their non-disadvantaged peers.</li> <li>• A range of commercial interventions are used, dependent on need: Read, Write, Inc, Time to talk, Talking Partners, Talking Maths, Catch Up Literacy, Better Reads.</li> <li>• All PP children to be involved in Forest Schools during learning time at some point during their life at Downs Barn.</li> </ul>	<p><b>Costed above</b></p>
<p>Many of our children start school below the expected level for their age in the development of speech, language and communication skills, particularly children from disadvantaged backgrounds.</p>	<p><b>Talking Partners (KS1 and Early Years)/Time to Talk (Early Years) intervention for identified children.</b></p>	<p>There is much research surrounding the development of speech, language and communication in the UK, e.g. the work of The Communication Trust. Language is the vehicle for most learning (and therefore attainment) and proficiency within this area is critical to the development of children's cognitive, social and emotional well being. Based on this, at Downs Barn School we place an emphasis on speech and language development. As a result of our continuing analysis of our data, the focus of this support will be in the Early Years.</p>	<ul style="list-style-type: none"> <li>• PP children to be screened to see which pupils would benefit from additional Speech and Language intervention</li> <li>• Parents/Carers are invited to workshops to see how they can support at home</li> </ul>	<p><b>Costed above</b> <b>50% of supporting resources = £550</b></p>

<p>Children from disadvantaged families may not be exposed to high quality extra curricular provision.</p>	<p><b>Variety of free After School clubs offered for all children. All clubs that families are charged for, are offered free to PP children, and priority given if clubs are over subscribed.</b></p>	<p><b>Nuffield Foundation research has found that participation in after school clubs can improve the academic performance and social skills of disadvantaged children. It found that those children who took part in organised sports and physical activities at the ages of five, seven and 11 were almost one and a half times more likely to reach a higher than expected level in their KS2 results (especially maths). The journey to KS2 begins at Infant School, and by offering a range of free clubs, our aim is to ensure that an attainment gap is not created at KS1. Our belief is that a varied diet of clubs is needed for full enrichment.</b></p>	<ul style="list-style-type: none"> <li>• Parents/carers are made aware of After School Clubs offer and eligible pupils encouraged to attend.</li> <li>• Take up of clubs monitored for PP children in particular.</li> <li>• All teaching staff to offer a club.</li> <li>• Pupil voice to inform SLT of clubs which could be offered.</li> <li>• External clubs offered every day</li> <li>• Internal clubs offered 3x per week: Forest Schools, arts &amp; crafts and music.</li> </ul>	<p><b>25% of external clubs =</b>  <b>£400 (football)</b>  <b>+ £150 (multi-skills)</b>  <b>+ £420 (tennis)</b>  <b>+ £350 (martial arts)</b>  <b>+£250 (drama)</b></p>
<p>Children's social interaction skills can negatively impact on ability to work together in the classroom, thus impacting on achievements.</p>	<p><b>TA employed for 30 minutes every lunch time to facilitate playground games.</b></p> <p><b>Playground resources replenished as necessary to ensure access to a good range of games for all children and enhance children's experiences.</b></p>	<p>A wide variety of experts agree that play is essential for a child's brain development. Research shows that free play affects a child's confidence, intelligence and ability to articulate. Jean Piaget, a leading child development theorist, believed that the role of play in constructing knowledge is the most clearly articulated avenue of children's development. Games teach children to plan and make decisions; make and understand strategy, rules and objectives; encourage the ability to focus and lengthen their attention span; and strengthen children's social interaction skills.</p>	<ul style="list-style-type: none"> <li>• Pupil voice to identify resources to purchase and games to be played.</li> <li>• Adult leading play models for other lunch time supervisors and for year 2 'play leaders.'</li> </ul>	<p><b>Costed above in supporting resources</b></p> <p><b>Costed above in intervention salary costs</b></p>

<p>Lack of money at home can impact on the ability of families to offer their children enriching experiences to enhance their curriculum.</p>	<p><b>Educational school visits and visitors are often subsidised for all children. Those eligible for PP are not expected to pay for any visits.</b></p>	<p>As part of our commitment to equal opportunities, we believe that all children, irrespective of social background, have the right to a broad and balanced curriculum, enriched by out of school visits and visitors to the school. Our lively curriculum makes a strong contribution to children's social, moral, spiritual and cultural development, which indirectly positively impacts on attainment.</p>	<ul style="list-style-type: none"> <li>• Educational visits and visitors are used as 'launches' for learning to ensure maximum impact on learning outcomes.</li> <li>• Each year group to carefully plan visits for the year to ensure maximum impact from funding.</li> <li>• SLT to approve and monitor visits to ensure equity across year groups.</li> </ul>	<p><b>= £200</b></p>
<p>Children from disadvantaged families may be starting the day without breakfast, negatively impacting on their ability to learn.</p>	<p><b>Free Breakfast Club offered for eligible pupils.</b></p>	<p>Findings from the University of Leeds Human Appetite Research Unit (2013) demonstrate that children who eat breakfast regularly are more likely to achieve better academic performance than those who don't. Because we only have 21% of children eligible for PP, we do not qualify for support from charities such as Magic Breakfast, therefore need to provide the facility ourselves.</p>	<ul style="list-style-type: none"> <li>• Monitor PP children as to whether they are having breakfast at home.</li> <li>• Parents/carers are made aware of Breakfast Club offer and eligible pupils encouraged to attend.</li> <li>• Eligible pupils arrive at school on time and ready for learning.</li> </ul>	<p><b>50% of costs £700</b></p>
<p>Some disadvantaged families find it difficult to raise funds for school uniform.</p>	<p><b>Funding of school jumper and book bag per annum for each child eligible for PP.</b></p>	<p>Book bags ensure that children are encouraged to take reading books and home learning home to support their learning in school. Sweatshirts ensure that our disadvantaged children are encouraged to look smart and part of our school team. Both items also act as an incentive to other families to apply for PP funding.</p>	<ul style="list-style-type: none"> <li>• Ensure parents/carers are made aware of the uniform offer.</li> <li>• Monitor the take up of the uniform offer.</li> </ul>	<p><b>Not funded through PP Grant</b></p>