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*'Enthusiastic Learners showing Pride and Respect'*

## Pupil Premium 2015-2016

The Pupil Premium Grant is additional Government funding given to schools in England, including academies, to raise the attainment of disadvantaged pupils and diminish the differences between them and their peers. In 2015-16 funding was allocated for each pupil eligible for free school meals currently on roll and during the past six years; at Burford Primary, 18 children were eligible and a grant of £23,760 received.

The spending of the grant is for the educational provision of each eligible child and it is for each school to decide how this is spent. We aim to diminish the differences in attainment and opportunity for those eligible to Pupil Premium and each year we spend a large majority of the Pupil Premium Grant employing Teaching Assistants. We also use the money to support children and families in experiencing extra-curricular activities outside school hours, subsidising trips and resources, as well as Breakfast Club provision.

The children eligible for the grant at Burford Primary all have a range of different needs, but with many similar barriers to learning as follows:

- Lower levels of achievement, when compared to their peers
- Specific learning needs
- Reduced parental engagement
- Reduced attendance at extra-curricular activities
- Behaviour, social and emotional needs

Funding during 2015-2016 has therefore been directed in the following ways:

- **Achievement for all Programme** – to improve parental engagement; to target and personalise learning to diminish differences between them and their peers, through quality first teaching and 'provision mapping' of interventions
- **Learning support, to improve children's outcomes** – in-class and through extra support in English and Mathematics
- Provision of additional lunchtime and after school activities and facilitating attendance
- Provision of nurturing groups.

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2015; some or all of it may be carried forward to future financial years

### Achievement for All Programme

This is the second year that Burford Primary School has participated in the Programme which has focused on *'Building a world in which all children are seen as having potential, and where every child is enabled to be the best that they can be regardless of their background, the challenges they face or the needs they may have'* (Achievement for All). School has been involved in the following activities:

**'Structured conversations'** – these focused on children across Years R-6, engaging and working with parents to support their children's learning.

**Family Links Training Nurturing Programme** – Introduced as our Personal, social, health and economic programme (PSHE), via Achievement for All, it provides the tools to ensure our children and staff are personally, morally and socially healthy, linking to raising aspirations, enabling access and leading to raised levels of achievement. Additionally nurture groups formed to improve peer relationships.

**Improved playtimes** – working with support staff to improve lunchtime provision

#### Impact:

- **Structured Conversations** - Increased engagement, providing greater opportunity to liaise with parents and as a result will become further embedded as part of the school's practice, by providing one in-depth 'structured conversation' with all parents, in addition to parent consultations. Additionally, increased engagement led to some children having improved attendance across the year.
- **Family Links Training Nurturing Programme** – a whole school initiative that is supporting and providing children with skills and an ability to lead emotionally healthy lives, build resilience, empathy, self-esteem and support positive relationships. Coaching sessions for some children has led to positive outcomes on behaviour and attitude towards learning, enabling raised attainment. Nurture groups enabled children to stay calmer and show greater tolerance towards each other and able to talk more openly about their own personal circumstances, resulting in a more positive attitude to learning in the classroom.
- **Improving playtimes** has led to a decrease in behaviour incidents and therefore children ready to learn at the end of playtimes

### Learning support, to improve children's outcomes

**In-class Literacy and Mathematics support – Working with a new and more challenging curriculum, teaching assistants supported individuals/groups of children on a daily basis, across the school, to support quality first teaching.**

#### Impact:

- All children gained confidence, knowledge and greater skills and made progress
- In Year 2, one child re-taking the Phonics Screening Test was successful and met the expected standard of the test
- In Year 1, 100% of the children passed the Year 1 Phonics Screening Test
- In Reception, children made expected progress or better, with the majority achieving at the 'expected standard' in Reading, Writing and Mathematics

### Other activities

Extra-Curricular Activities – provision for pupils to participate in lunchtime and after school activity clubs eg Cookery Club

#### Impact:

Pupils gain new skills and knowledge, broadening experiences and opportunity to socially interact with their peers. As well as developing team spirit, and a sense of purpose, children's self-esteem has developed, so they can feel proud of achievements. Participation has contributed to the large majority of these children receiving 'Achiever Awards' this academic year, for their continued effort and determination in achieving to the best of their ability and being good role models of good behaviour for their peers.

<b>Other activities continued</b>
<b>Breakfast Club provision</b>
Fees paid for several children
Impact: Attendance has enabled these children to have a routine, a breakfast that provides a good start to the day and opportunity to meet and socialise with other children from different age groups. They have become more confident and established some new friends and ready to learn at the start of the school day.
<b>Class Trips</b>
Contributing towards the cost of trips
Impact: Funding enables children to participate in enriched learning experiences beyond the classroom
<b>Purchase of school uniform</b>
Impact: Children feel good about wearing their uniform, look smart and their self-esteem is raised in being part of the whole school community

The impact of the spending for 2015-2016 has been used by staff and governors to determine the allocation of spending for 2016-2017 and specifically in raising achievement for children eligible for Pupil Premium, to diminish differences, particularly in English and Mathematics, as detailed in the School Development Plan and Subject Action Plans.