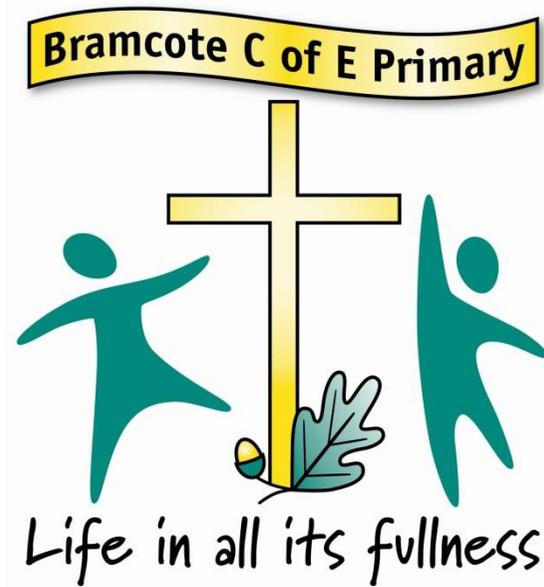


BRAMCOTE C OF E PRIMARY SCHOOL



Pupil Premium Strategy Statement 2019-20

1. Summary information					
Academic Year	2019-20	Total PP budget	Approximately: £21,120 (21 pupils)	Date of most recent PP Review	July 2019
Total number of pupils	200	Number of pupils eligible for PP	Current number of pupils (10 pupils) September 2019	Date for next internal review of this strategy	Spring 2020

2. Attainment at end of FS2	<i>Pupils eligible for</i>	<i>Pupils not eligible for PP</i>
% achieving a GLD <i>(based on 2018 data)</i>	0	(24) 79%
Attainment at end of KS1	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving the expected standard in reading	(1) 100%	(31) 87%
% achieving the expected standard in writing	(1) 100%	(31) 77%
% achieving the expected standard in maths	(1) 100%	(31) 93%
Attainment at end of KS2	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving the expected standard in reading	(2) 100%	(29) 90%
% achieving the expected standard in writing	(2) 100%	(29) 93%
% achieving the expected standard in maths	(2) 100%	(29) 90%
% achieving the expected standard in GPS	(2) 100%	(29) 93%
% achieving the expected standard in reading, writing maths combined	(2) 100%	(29) 86%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school)</i>	
A.	Pupils eligible for PP are more likely to have factors affecting their social and emotional well-being. This can have a detrimental effect on their behaviour and impact on their academic progress.
B.	Pupils eligible for PP are more likely to be below ARE for reading, writing and maths

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Children with parents on low or no income are more likely to access extra-curricular activities after school.	
D.	Children eligible for PP and also with SEN needs are less likely to achieve the expected standard at the end of KS2	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<ul style="list-style-type: none"> The emotional health and well-being of pupils is supported through intervention and where needed specialist support is taken up. 	<ul style="list-style-type: none"> Fewer incidents recorded involving PP pupils. Teachers report fewer incidents of low level disruption and there is greater engagement of pupils. Pupils feel raised self-esteem and are better able to express their feeling and emotions. Children gain confidence and are able to access the curriculum.
B.	<ul style="list-style-type: none"> Improvements in attainment of reading, writing and maths. 	<ul style="list-style-type: none"> The % of PP children achieving ARE at the end of the year is improved.
C.	<ul style="list-style-type: none"> Pupils have greater access to wider opportunities before and after school to enhance their curriculum experiences. 	<ul style="list-style-type: none"> Pupils accessing PP funding are provided with a range of enrichment activities to enhance learning this could be extra-curricular clubs. Pupils are able to access breakfast club to enable them to be prepared for the school day.
D.	<ul style="list-style-type: none"> Pupils with SEN are able to access specific planned interventions to promote good pupil progress and outcomes. 	<ul style="list-style-type: none"> Pupils with SEN are given allocated time with teaching assistants to enable them to access specific intervention programmes e.g. Nessy, Number shark, Phonics interventions, specific maths interventions. Children are given challenges which they are able to complete and feel supported with.

5. Planned expenditure				
Academic year	2018-19			
Desired outcome	Action	Evidence and rationale for choice	Cost	Review
<p>A. The emotional health and well-being of pupils is supported</p>	<ul style="list-style-type: none"> Implement strategies to support children with emotional needs to be timetables for key children within the week. These interventions to include; circle of friends, LEGO therapy, Firework book, Meet and Greet talk time, external agencies (where appropriate) Talk boost. in order to provide enrichment and support, enabling pupils to manage their behaviour and emotions and develop positive relationships with adults and peers Employ sports coach or pet therapist to work with children that are presenting social, emotional and mental health issues. Councillor will work with children on a 1:1 basis for a six-eight week block and keep a record, with a review of progress at the end of the block period. Provide access to free milk every day for pupils eligible for PP funding Provide free school meals and breakfast club 	<ul style="list-style-type: none"> Previous analysis of internal data has shown that supporting children's social and emotional well-being enables them to be more successful in improving the behaviour and engagement of pupils, which in turn has a positive impact on their academic progress. If pupils are not hungry they are able to concentrate more according to Maslow's hierarchy of needs 	<p>£7,370</p>	<p>Progress review via pupil progress meetings</p> <p>Updates from councillor</p> <p>Data collected and analysed to see progress from starting point.</p> <p>Parent meetings termly to discuss and review progress.</p>

<p>B. Improved attainment in reading, writing and maths for pupils eligible for PP.</p>	<ul style="list-style-type: none"> • Classes are taught in mixed ability grouping. • Class teacher has an awareness of the PP pupils within their class can closely track, monitor and target their progress and achievement. • PP pupils who are identified at making less than expected progress or are below ARE (without other barriers e.g. SEN) are targeted and receive further intervention to enable them to make accelerated progress. 	<ul style="list-style-type: none"> • Move to mixed ability groupings within classes – (Sutton trust research) • Clearly identify PP pupils in addition to class teacher closely monitoring - work scrutinies carried out half termly by Maths and English subject leads. • Pupil progress meetings identify PP pupils needing intervention to enable them to make accelerated progress. • Parental involvement –engage parents in open classroom events and parent workshops. 	<p><i>£4,000</i></p>	<p>Pupil progress meetings</p> <p>Work scrutiny</p> <p>Take-up of parental workshops.</p> <p>Open classroom events</p>
<p>C. Pupils have greater access to wider opportunities to enhance the curriculum</p>	<ul style="list-style-type: none"> • All pupils eligible for PP funding will be part funded for trips, clubs and residential trips, breakfast club and music lessons ensuring they have the same entitlement to the curriculum as other pupils. 	<ul style="list-style-type: none"> • Parents of PP pupils are made aware of subsidised funding for their children. • Arrangements are made for breakfast club to be funded by school for PP pupils. • Resources and equipment needed for extra-curricular activities will be provided. 	<p><i>£4,720</i></p>	<p>Review at F&GP meetings – take up of trips and visits by PP pupils.</p>

<p>D. Pupils with SEN are able to access specific planned interventions to promote good progress and outcomes.</p>	<ul style="list-style-type: none"> All pupils eligible for PP and on the SEN register will receive extra support via a TA in lessons and also be able to access specific, planned interventions to promote better pupil progress and diminish the differences between those achieving expected standard. 	<ul style="list-style-type: none"> From previous years data children with SEN and entitled to PP were identified as being less likely to achieve the expected standard. Children with SEN often require specialist interventions and more time to enable them to process and access learning. 	<p><i>£5,000</i></p>	<p>Termly reviews via pupil progress meeting</p> <p>Termly SEN review meetings.</p>
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6. Review of expenditure																																
Previous Academic Year		2018-19																														
i. Quality of teaching for all																																
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.			Lessons learned (and whether you will continue with this approach)	Cost																										
a. Improved attainment in reading, writing and maths for pupils eligible for PP.	<ul style="list-style-type: none"> Quality first teaching. Extension activities and TA support. Identified in planning and at pupil progress meetings. 	<table border="1"> <thead> <tr> <th>Pupil Premium</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y1 (2)</td> <td>3.75</td> <td>4.25</td> <td>3.75</td> </tr> <tr> <td>Y2 (1)</td> <td>3.00</td> <td>3.00</td> <td>3.00</td> </tr> <tr> <td>Y3 (1)</td> <td>3.00</td> <td>3.50</td> <td>3.00</td> </tr> <tr> <td>Y4 (2)</td> <td>2.75</td> <td>2.50</td> <td>3.00</td> </tr> <tr> <td>Y5 (6)</td> <td>3.50</td> <td>3.50</td> <td>3.00</td> </tr> <tr> <td>Y6 (2)</td> <td>3.00</td> <td>3.50</td> <td>3.75</td> </tr> </tbody> </table>	Pupil Premium	Reading	Writing	Maths	Y1 (2)	3.75	4.25	3.75	Y2 (1)	3.00	3.00	3.00	Y3 (1)	3.00	3.50	3.00	Y4 (2)	2.75	2.50	3.00	Y5 (6)	3.50	3.50	3.00	Y6 (2)	3.00	3.50	3.75	<ul style="list-style-type: none"> The children have benefited from quality first and targeted teaching. Planning demonstrates where extension activities have enabled children to broaden and strengthen their skills and knowledge. Continue to plan and teach to this key group to target and raise attainment. One of the children in CI4 had very stilted progress and was entered onto the SEN register during the year resulting in a diagnosis. This year there will be a bigger focus on them receiving 1:1 interventions. 	£7650
Pupil Premium	Reading	Writing	Maths																													
Y1 (2)	3.75	4.25	3.75																													
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d. Pupils with SEN are able to access specific planned interventions to promote good progress and outcomes.	<ul style="list-style-type: none"> Extra TA Support in lessons Targeted interventions to close their learning gaps. 	<p>Outcomes of pupil with registered SEN.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Pupil Progress (Steps)</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>3.26</td> </tr> <tr> <td>Reading</td> <td>3.00</td> </tr> <tr> <td>Writing</td> <td>2.87</td> </tr> </tbody> </table>	Subject	Pupil Progress (Steps)	Maths	3.26	Reading	3.00	Writing	2.87	<ul style="list-style-type: none"> Writing needs further intervention to enable children to be more confident with the basic skills e.g. spelling, handwriting and composition of sentences. Interventions implemented to support reading and maths have so far proved to be successful with accelerated progress made in both of these areas. Further intervention on phonics and early reading skills is needed. Development of speech and language and understanding of key vocabulary is needed. 	£4950																				
Subject	Pupil Progress (Steps)																															
Maths	3.26																															
Reading	3.00																															
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
The emotional health and well-being of pupils is supported	A councillor employed to work with children that are presenting social, emotional and mental health issues.	<ul style="list-style-type: none"> • Pupils who received support began to express their feeling and emotions in appropriate ways. • Children gained confidence to talk through with adults their wants and needs. • Class teachers noted that children had raised self-esteem and seemed more confident when approaching learning tasks. 	<ul style="list-style-type: none"> • Although the cost for this strategy was high the benefits for the children was very clear. This is definitely a strategy that would be considered next year. • Need to look at alternative ways to engage children who are struggling. Using outdoor learning or alternative provisions may be needed. • Looking at developing a nurture area in school – children can use with an adult. 	£10300
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils have greater access to wider opportunities to enhance the curriculum	All pupils eligible for PP funding will be part funded for trips, clubs and residential trips, breakfast club and music lessons ensuring they have the same entitlement to the curriculum as other pupils.	<p>Children demonstrated happiness and engagement in extracurricular activities.</p> <p>Children were able to perform at the Spring Music concert because of the funding allocated to support music lessons.</p> <p>Children felt that they were included in activities e.g. school residential at Y3.</p> <p>Parents felt supported and able to support school with what they could afford rather than feeling financially pressured.</p>	<ul style="list-style-type: none"> • To continue to enable PP children to feel included, • To support parents appropriately 	5000