

# BRAMCOTE C OF E PRIMARY SCHOOL



## Pupil Premium Strategy Statement 2016-17

1. Summary information					
Academic Year	2016-2017	Total PP budget	£30,360	Date of most recent PP Review	NA
Total number of pupils	199	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Spring 2017
2. Attainment at end of FS2			Pupils eligible for	Pupils not eligible for PP	
% achieving a GLD <i>(based on 2015 data)</i>			(1) 100%	(29) 62%	
Attainment at end of KS1			Pupils eligible for PP	Pupils not eligible for PP	
% achieving the expected standard in reading			(4) 100%	(24) 86%	
% achieving the expected standard in writing			(4) 100%	(24) 75%	
% achieving the expected standard in maths			(4) 100%	(24) 89%	
Attainment at end of KS2			Pupils eligible for PP	Pupils not eligible for PP	
% achieving the expected standard in reading			(3) 67%	(21) 95%	
% achieving the expected standard in writing			(3) 67%	(21) 95%	
% achieving the expected standard in maths			(3) 33%	(21) 95%	
% achieving the expected standard in GPS			(3) 100%	(21) 95%	
% achieving the expected standard in reading, writing maths combined			(3) 0%	(21) 83%	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Pupils eligible for PP are more likely to be below ARE for reading, writing and maths at the end of KS2				
B.	HA Pupils on PP are less likely to achieve GDS at the end of KS2.				
C.	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>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Pupils eligible for PP are more likely to have lower attendance and punctuality when compared to non PP pupils in school.	
<b>E.</b>	Parents of pupils eligible for PP are less likely to read with their child at home	
<b>F.</b>	Children with parents on low or no income are more likely to access extra-curricular activities after school.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be</i> )		<b>Success criteria</b>
<b>A.</b>	<ul style="list-style-type: none"> <li>Improvements in attainment in reading, writing and maths at the end of KS2.</li> </ul>	<ul style="list-style-type: none"> <li>The % of pupils eligible for PP are working at least at ARE for reading, writing and maths improves from end of year data</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>Ensure that children of higher ability pupil premium are extended, challenged and stretched within lesson.</li> </ul>	<ul style="list-style-type: none"> <li>The higher attaining PP pupils achieve GDS at the end of the key stage and continue to make at least expected progress from their starting points.</li> </ul>
<b>C.</b>	<ul style="list-style-type: none"> <li>The emotional health and well-being of pupils is supported through intervention and where needed specialist support.</li> </ul>	<ul style="list-style-type: none"> <li>Fewer incidents recorded involving PP pupils. Teachers report fewer incidents of low level disruption and there is greater engagement of pupils.</li> <li>Pupils feel raised self-esteem and are better able to express their feeling and emotions.</li> </ul>
<b>D.</b>	<ul style="list-style-type: none"> <li>Improved attendance for PP pupils</li> </ul>	<ul style="list-style-type: none"> <li>The attendance gap between PP pupils and non PP pupils will have narrowed.</li> <li>Attendance and punctuality of PP pupils will be above 95%</li> </ul>
<b>E.</b>	<ul style="list-style-type: none"> <li>Pupils eligible for PP read more regularly at home or with another adult</li> </ul>	<ul style="list-style-type: none"> <li>Evidence in home/school diaries of PP pupils reading more regularly at home. Increased % of pupils eligible for PP working at ARE for reading is shown through end of year data.</li> </ul>
<b>F.</b>	<ul style="list-style-type: none"> <li>Pupils have greater access to wider opportunities to enhance the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Pupils accessing PP funding are provided with a range of enrichment activities to enhance learning this could be extra-curricular clubs.</li> </ul>

**A.**

**5. Planned expenditure**

Academic year		2016-2017		
Desired outcome	Action	Evidence and rationale for choice	Cost	Review
<b>A. Improvements in attainment in reading, writing and maths at the end of KS2.</b>	<ul style="list-style-type: none"> <li>Classes to move to mixed ability groups for all lessons.</li> <li>All class teachers have an awareness of the PP children within their class, compile case studies and closely monitor progress.</li> <li>Regular work scrutinies of books belonging to pupils eligible for PP are carried out with areas of strength and improvement being noted.</li> <li>Pupils eligible for PP tracked and those who have made less than expected progress or are working below ARE to be targeted for intervention groups including number box, 5 minute box, number shark, writing and reading Booster groups.</li> </ul>	<ul style="list-style-type: none"> <li>Move from ability groups to mixed ability groups as a result of Sutton Trust research.</li> <li>Case studies note specific barriers to learning for pupils and enable a more individualised plan to be drawn up.</li> <li>Leadership team can support and challenge class teachers to improve the outcomes of children in receipt of PP.</li> <li>Interventions are applied to support and improve outcomes for PP children.</li> </ul>	<i>£10,610</i>	Half termly review in pupil progress meetings
<b>B. HA Pupils on PP are less likely to achieve GDS at the end of KS2.</b>	<ul style="list-style-type: none"> <li>HA pupils on PP become the focus of lesson study, teachers observe the way they respond in their learning and support the class teacher in trying out different strategies to extend, challenge and stretch these children in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson study approach aids teachers to improve the way we teach to higher attaining PP children to ensure that these children continue to make sufficient progress and that appropriate work is set to deepen and challenge their understanding of key mathematical concepts.</li> </ul>	<i>£3,000</i>	

<p><b>C. The emotional health and well-being of pupils is supported</b></p>	<ul style="list-style-type: none"> <li>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</li> <li>Provide access to free milk every day for pupils eligible for PP funding</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>If pupils are not hungry they are able to concentrate more according to Maslow's hierarchy of needs</li> </ul>	<p><i>£3,500</i></p>	
<p><b>D. Improved attendance for pupils eligible for PP</b></p>	<ul style="list-style-type: none"> <li>Provide breakfast club for pupils</li> <li>Raise the profile of attendance. Weekly class attendance to be announced in assembly and published in the newsletter at the end of each ½ term.</li> <li>Half termly certificates awarded for improved attendance</li> <li>Monitor attendance and punctuality weekly.</li> <li>Liaise with parents in order to support the with their child's attendance. Create reward charts for those who have persistent absence</li> <li>Parents to be given attendance updates each half term noting their levels of absence and lateness.</li> </ul>	<ul style="list-style-type: none"> <li>If pupils are persistently absent or late this results in loss of learning time. In 2015-2016 providing breakfast club for PP pupils had a significant impact on their attendance and punctuality</li> </ul>	<p><i>£1,500</i></p>	<p>December 2016</p> <p>March 2017</p>
<p><b>E. Pupils eligible for PP read more regularly at home or with another adult</b></p>	<ul style="list-style-type: none"> <li>Introduce reading partners for PP children at F2 and KS1 where they can be heard regularly throughout the week.</li> </ul>	<ul style="list-style-type: none"> <li>Previous analysis has shown that pupils eligible for PP funding are less likely to read at home, which impacts on their progress in both reading and writing</li> </ul>	<p><i>£5,000</i></p>	<p>December 2016</p> <p>March 2017</p>

	<ul style="list-style-type: none"> <li>External reading volunteers to read and support KS2 children.</li> <li>1:1 reading with TA at least 2x per week.</li> </ul>	<ul style="list-style-type: none"> <li>Previous analysis of internal data has shown these intervention strategies to be successful in ensuring accelerated progress</li> </ul>	<p><i>£1,750</i></p>	<p>December 2016</p> <p>March 2017</p>
<p><b>F. Pupils have greater access to wider opportunities to enhance the curriculum</b></p>	<ul style="list-style-type: none"> <li>All pupils eligible for PP funding will be part funded for trips, clubs and residential trips, ensuring these valuable enrichments activities are accessible for all our pupils.</li> </ul>	<p>Some pupils from lower income families may not have the opportunity to experience the range of experiences that are offered through school trips. This disadvantages them from those pupils who are able to, which can affect their confidence and enjoyment of school.</p>	<p><i>£5,000</i></p>	<p>December 2016</p> <p>March 2017</p>

6. Review of expenditure				
Previous Academic Year				
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
<b>A. Improvement in attainment in reading, writing and maths at the end of KS2.</b>	<p>Move towards mixed ability groupings.</p> <p>Awareness of class groups and abilities by CT.</p> <p>Regular book scrutinies and moderation.</p> <p>Intervention and support where required,</p>	<p>100% (6/6) pupil premium children achieved at least Expected Standard in reading, writing and maths at the end of KS2.</p> <p>78% (18/23) other pupils achieved at least expected standard in reading, writing and maths.</p> <p>Children eligible for PP benefited from additional reading support and specific intervention where applicable e.g. Nesy, reading comprehension activities and 1:1 reading time.</p> <p>The children benefited from working within mixed ability groups and peer to when peer support which enabled children to have positive role models and aspire to improve.</p>	<p>Children were more successful when working in mixed ability groups as they were able to aspire to improve.</p> <p>Challenge system in maths supported children in challenging themselves and aiming for higher standard.</p> <p>Where needed 1:1 support and booster classes enabled the children to feel confident in their ability.</p> <p>Due to the successes this year we will continue next year.</p>	<p>£10,500</p> <p>Extra TA time for interventions</p> <p>Maths and Reading intervention materials</p>

<p><b>B. HA pupils on PP are less likely to achieve HS at the end of KS2</b></p>	<p>Lesson study – Coaching model of CPD for staff. Looking at different approaches and strategies to support HA pupils and ensure that they continue to make at least expected progress in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>• All teachers have selected three children within their class who finished the end of 2015-16 at GDS / above ARE in maths, but are not yet demonstrating this within their learning. We also want to include any children who are HA and PP.</li> </ul>	<ul style="list-style-type: none"> <li>• It has really helped teachers to focus their attention on individual approaches to how children learn.</li> <li>• It highlighted to some children that they can take risks in their learning and not be afraid to make mistakes.</li> <li>• It identified different attitudes to learning e.g. a PP child fiddling; doodling on whiteboard when questioned actually demonstrated a good subject knowledge and clear understanding of the expectations of the lesson.</li> <li>• It identified points of the lesson where children feel more confident e.g. carpet time, or where they feel scaffolded by the teacher.</li> <li>• It identified children that are over-confident or misinterpret teacher expectations. E.g. one PP child who rushed to finish first without reading the task and another child who raced ahead without completing the initial learning activity.</li> <li>• Good professional development, seeing where the children come from and where they end. How teaching varies from class to class and cross phase.</li> <li>• It was a great way of supporting the children in developing their resilience within the learning environment.</li> <li>• Teachers were given the opportunity to see other classes and key stages and develop new skills and strategies.</li> <li>• Another round of lesson study is to be established next year to develop and improve phonics and spelling of PP children.</li> </ul>	<p>£3000</p> <p>Supply cover</p> <p>Autumn-Spring term.</p>
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<p><b>C. The emotional health and well-being of pupils is supported</b></p>	<ul style="list-style-type: none"> <li>• Implement strategies to support children with emotional needs to be timetables for key children within the week.</li> <li>• pupils to manage their behaviour and emotions and develop positive relationships with adults and peers</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions were planned for a small proportion of PP children who particularly were struggling with social and emotional well-being. These interventions included; 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions were successful at giving children a chance to voice their feelings and emotions.</li> <li>• There was varying success with the different interventions. Most children enjoyed the opportunity to have 1:1 support with a known adult with whom they felt comfortable. The results of the interventions were that the children involved improved their self-esteem and confidence to speak out. A very high proportion of the children involved were able to say that they felt better about themselves.</li> </ul>	<p>£3500</p> <p>TA support for interventions.</p> <p>Materials and resource</p>
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<p><b>D. Improved attendance for pupils eligible for PP</b></p>	<ul style="list-style-type: none"> <li>• Breakfast and milk to provide a good start to the day. Provide breakfast club for pupils</li> <li>• Raise the profile of attendance.</li> <li>• Half termly awards for improved attendance</li> <li>• Monitor attendance and punctuality weekly.</li> <li>• Liaise with parents in order to support the with their child's attendance.</li> <li>• Parents to be given attendance updates each half term at parents consultations.</li> </ul>	<p>By increasing the profile of attendance within school there was improvement in the overall attendance of pupils throughout the year.</p> <p>Highlighting children achieving 100% attendance each term and then at the end of the year was positive and children felt a sense of achievement.</p> <p>Supporting children with punctuality problems by providing them with access to free breakfast club served to increase attendance and punctuality of a key group of pupil premium children.</p> <p>95% of parents reported at parent consultation evenings in October 2016 and March 2017 that the attendance information was useful.</p> <p>We reviewed our attendance policy and sent all parents a copy of the impact attendance has on children's education. This highlighted the importance of good and regular attendance.</p>	<ul style="list-style-type: none"> <li>• Overall strategies taken throughout the year led to a positive impact on the attendance of all pupils and a high proportion of our pupil premium children.</li> <li>• There were still a small proportion of PP children taking holidays in term time due to affordability for the family.</li> </ul>	<p>£1500</p> <p>Access to breakfast club throughout the year.</p>
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<p><b>E. Pupils eligible for PP read more regularly at home or with another adult</b></p>	<ul style="list-style-type: none"> <li>• Provide additional reading opportunities for children throughout the day.</li> <li>• Introduce reading partners for PP children at F2 and KS1 where they can be heard regularly throughout the week.</li> </ul>	<p>The outcomes of progress and attainment in reading are shown below. 3.00 is expected progress for each year group. Overall 5 out of 6 classes achieved at least expected progress. With only one child in Y3 not making expected progress or attainment at the end of the year.</p> <table border="1" data-bbox="689 228 1070 699"> <thead> <tr> <th></th> <th>Reading Attainment</th> <th>Reading Progress</th> </tr> </thead> <tbody> <tr> <td>Y1 (1)</td> <td>100%</td> <td>3.00</td> </tr> <tr> <td>Y2 (2)</td> <td>50%</td> <td>3.75</td> </tr> <tr> <td>Y3 (5)</td> <td>80%</td> <td>2.70</td> </tr> <tr> <td>Y4 (3)</td> <td>67%</td> <td>3.67</td> </tr> <tr> <td>Y5 (4)</td> <td>50%</td> <td>3.62</td> </tr> <tr> <td>Y6 (6)</td> <td>100%</td> <td>3.83</td> </tr> </tbody> </table>		Reading Attainment	Reading Progress	Y1 (1)	100%	3.00	Y2 (2)	50%	3.75	Y3 (5)	80%	2.70	Y4 (3)	67%	3.67	Y5 (4)	50%	3.62	Y6 (6)	100%	3.83	<ul style="list-style-type: none"> <li>• Successfully strategies of peer to peer support enabled good or better progress to be achieved in KS1.</li> <li>• Reading interventions and regular 1:1 reading with an adult also had a positive impact on children's progress and attainment.</li> <li>• Reading support and reading challenges sent home to encourage children to read a variety of materials.</li> </ul>	<p>£5000</p> <p>TA support</p> <p>Good quality texts</p> <p>Reading comprehension materials.</p>
	Reading Attainment	Reading Progress																							
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<p><b>F. Pupils have greater access to wider opportunities to enhance the curriculum</b></p>	<ul style="list-style-type: none"> <li>• All pupils eligible for PP funding will be part funded for trips, clubs and residential trips, ensuring these valuable enrichments activities are accessible for all our pupils.</li> </ul>	<p>Providing all children with the opportunity to engage in extra-curricular and enrichment activities served to raise self-esteem, this also had a positive impact on the outcomes and work produced.</p>	<ul style="list-style-type: none"> <li>• A positive impact was seen as a direct result of all children being able to access all extra-curricular and enrichments activities both in and out of school time.</li> <li>• Parents reported on raised self-esteem and confidence from their children.</li> <li>• To continue to provide this opportunity for the next year 2017-18.</li> <li>• Next Year we will apply for a bursary from our Rock UK our residential provider to enable more of our PP funding to be available for other enrichment projects.</li> </ul>	<p>£5000</p>																					