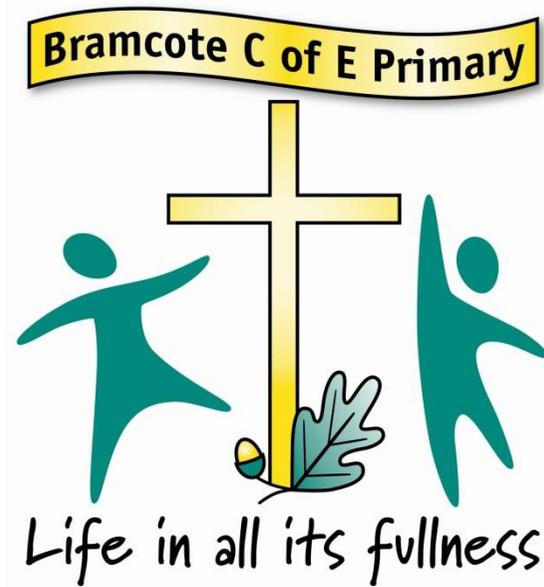


BRAMCOTE C OF E PRIMARY SCHOOL



Pupil Premium Strategy Statement 2018-19

1. Summary information					
Academic Year	2018-19	Total PP budget	Approximately £27,720 (based on 21 pupils)	Date of most recent PP Review	July 2018
Total number of pupils	197	Number of pupils eligible for PP	Current number of pupils 15 September 2018	Date for next internal review of this strategy	Spring 2019

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>	(2) 50%	(27) 82%
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%	(27) 70%
% achieving the expected standard in writing	(1) 100%	(27) 70%
% achieving the expected standard in maths	(1) 100%	(27) 74%
Attainment at end of KS2	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving the expected standard in reading	(3) 67%	(24) 92%
% achieving the expected standard in writing	(3) 33%	(24) 91%
% achieving the expected standard in maths	(3) 33%	(19) 83%
% achieving the expected standard in GPS	(3) 33%	(24) 83%
% achieving the expected standard in reading, writing maths combined	(3) 33%	(24) 83%

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. 	<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 a councillor 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 week block. Provide access to free milk every day for pupils eligible for PP funding Provide free school meals and breakfast 	<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><i>£10,000</i></p>	<p>Progress review via pupil progress meetings</p> <p>Updates from councillor</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 identifies PP pupils within their class and closely track 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 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>£8,000</i></p>	<p>Pupil progress meetings</p> <p>Work scrutiny</p> <p>Take-up of parental workshops.</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				
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
	•		•	
	•			
ii.				
		•	•	
iii.				