

BRAMCOTE C OF E PRIMARY SCHOOL



Pupil Premium Strategy Statement 2017-18

1. Summary information					
Academic Year	2017-18	Total PP budget	Approximately £26,400 (based on 20 pupils)	Date of most recent PP Review	October 2017
Total number of pupils	204	Number of pupils eligible for PP	Current number of pupils 17 September 2017	Date for next internal review of this strategy	Spring 2018
2. Attainment at end of FS2			<i>Pupils eligible for</i>	<i>Pupils not eligible for PP</i>	
% achieving a GLD <i>(based on 2017 data)</i>			none	(30) 77%	
Attainment at end of KS1			<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
% achieving the expected standard in reading			(2) 50%	(27) 78%	
% achieving the expected standard in writing			(2) 50%	(27) 72%	
% achieving the expected standard in maths			(2) 50%	(27) 83%	
Attainment at end of KS2			<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
% achieving the expected standard in reading			(6) 100%	(18) 78%	
% achieving the expected standard in writing			(6) 100%	(18) 78%	
% achieving the expected standard in maths			(6) 100%	(19) 83%	
% achieving the expected standard in GPS			(6) 100%	(18) 78%	
% achieving the expected standard in reading, writing maths combined			(6) 100%	(18) 78%	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school)</i>					
A.	Higher Attaining Pupils on pupil premium (PP) are less likely to achieve Higher Standard at the end of KS2.				
B.	Pupils eligible for PP are more likely to have factors affecting their social and emotional well-being. This can have a detrimental				
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"> Ensure that children of higher ability pupil premium are extended, challenged and stretched within lesson. 	<ul style="list-style-type: none"> 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.
B.	<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.
C.	<ul style="list-style-type: none"> Pupils have greater access to wider opportunities to enhance the curriculum 	<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.
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.

5. Planned expenditure				
Academic year	2017-18			
Desired outcome	Action	Evidence and rationale for choice	Cost	Review
A. HA Pupils on PP are less likely to achieve GDS at the end of KS2.	<ul style="list-style-type: none"> HA pupils are highlighted within planning, teachers observe the way they respond in their learning and implement different strategies to extend, challenge and stretch these children in their learning. 	<ul style="list-style-type: none"> HA children are identified within each class and are tracked closely using EAZMAG the school tracking system. Class teachers present work samples of HA pupils work and are measured against the predicted targets. HA pupils are given a projected target at the beginning of each year and progress against this target is presented at termly pupil progress 	<i>£4,000</i>	Half termly review in pupil progress meetings.
B. The emotional health and well-being of pupils is supported	<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 	<i>£10,000</i>	<p>Progress review via pupil progress meetings</p> <p>Updates from councillor</p> <p>Parent meetings termly to discuss and review progress.</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, ensuring these valuable enrichments activities are accessible for all our pupils. 	<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 2017 March 2018</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>£7,400</i></p>	<p>Termly reviews via pupil progress meeting Termly SEN review meetings.</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										
a. HA Pupils on PP are less likely to achieve GDS at the end of KS2.	<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 colspan="2">Outcomes for Pupil Progress Children at the end of KS2</th> </tr> <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>3.25</td> </tr> <tr> <td>Writing</td> <td>3.13</td> </tr> </tbody> </table> <p>4 pupils in Y6 1 – HA (Higher attaining) 1 -MA (Middle attaining) 2 - LA (Lower attaining)</p>	Outcomes for Pupil Progress Children at the end of KS2		Subject	Pupil Progress (Steps)	Maths	3.26	Reading	3.25	Writing	3.13	<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. 1 HA pupil identified in Year 6 achieved Higher standard (HS) at the end of Y6 1 Middle attaining pupil in Year 6 also achieved Higher Standard (HS) at the end of Y6 – this led to accelerated progress for this pupil throughout the year. 	£3950
Outcomes for Pupil Progress Children at the end of KS2														
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<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"> • Extra TA Support in lessons • Targeted interventions to close their learning gaps. 	<p>Outcomes of pupil with registered SEN.</p> <table border="1" data-bbox="703 181 1173 406"> <thead> <tr> <th>Subject</th> <th>Pupil Progress (Steps)</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>3.63</td> </tr> <tr> <td>Reading</td> <td>3.81</td> </tr> <tr> <td>Writing</td> <td>3.60</td> </tr> </tbody> </table>	Subject	Pupil Progress (Steps)	Maths	3.63	Reading	3.81	Writing	3.60	<p>Writing needs further intervention to enable children to be more confident with the basic skills e.g. spelling, handwriting and composition of sentences.</p> <p>Interventions implemented to support reading and maths have so far proved to be successful with accelerated progress made in both of these areas.</p>	<p>£8000</p>
Subject	Pupil Progress (Steps)											
Maths	3.63											
Reading	3.81											
Writing	3.60											

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
<p>The emotional health and well-being of pupils is supported</p>	<p>A councillor employed to work with children that are presenting social, emotional and mental health issues.</p>	<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. 	<p>£9500</p>

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