



Bramley Church of England Primary

What is the Pupil Premium?

The Government provides schools with *Pupil Premium funding* to close the gap in achievement between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. This has risen each year to the current amount of £1320 per pupil. For 2017-18, Bramley have received a total of £ 67,038.

Bramley Church of England Primary School is fully committed to ensure it is effective in delivering high quality teaching and learning for all of its pupils by:

- ✓ developing a sense of belonging for all
- ✓ ensuring early and complete identification of any additional needs
- ✓ the entitlement of pupils to full participation in achieving their potential
- ✓ providing access to all aspects of school life
- ✓ making and sustaining a commitment to overcoming any barriers to learning, access or belonging
- ✓ building an inclusive ethos

At Bramley, we aim to embed best practice ideas and approaches to ensure everything possible is done to make the learning experiences both inclusive and effective for children or groups including those identified as eligible for Pupil Premium funding. Systems are in place to ensure that Pupil Premium funding has a positive impact on progress. There is a link Governor who has responsibility liaising with school to ensure accountability for Pupil Premium. The Inclusion Manager takes the lead role ensuring that the funding is spent effectively and that best practice is applied in class through leading the implementation of the Pupil Premium Strategic Plan and conducting in depth data analysis to ensure that the correct support and strategies are identified to maximize progress. In addition to the Inclusion Manager, collective accountability runs through the Executive Headteacher, class teachers and school governors.

Bramley's core values for inclusion:

- a) Providing high quality teaching and learning for all
- b) Places the learner at its centre
- c) Sharing responsibility and collective accountability
- d) Working in partnership

All matters relating to the allocation of funding and the performance of pupils eligible for Pupil Premium funding are reported back to the Governors via the Curriculum and Standards committee as well as the Full Governing Body, ensuring that the school is held to account for the impact of spending.

Ofsted (*Bramley inspection: March 2016*):

Equality of opportunity is fundamental to the school's values. Leaders take steps to ensure that all pupils have equal chances to succeed. This is shown in the thoughtful way in which the school spends the additional funding provided to support disadvantaged pupils. While some eligible pupils benefit from extra help in the classroom, others are helped with the costs of school activities, clubs and residential visits. This gives disadvantaged pupils the same opportunities as others to develop confidence to succeed academically and personally.

The Local Authority monitoring visit in June 2017 recognised the progress made in the quality of teaching and learning of pupils in receipt of Pupil Premium funding stating *that teachers routinely teach small groups of pupils and target support more precisely and that teachers have improved their ability to provide more finely tuned scaffolding and support, ensuring differentiated pathways to achieving the learning objective. As a result, the outcomes for vulnerable pupils have increased in the majority of measured areas and this has been a clear focus for improvement.*



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Reflective, Resilient Learners ... Ready for the Future

By successfully addressing all improvement areas this year.....

Children will

- build positive relationships based on Christian values
- enjoy a challenging and engaging curriculum that promotes curiosity, creativity and deep thinking
- have high expectations of themselves and others
- feel motivated to be the best that they can be
- feel safe, respected and valued
- take risks and learn from their mistakes
- reflect on their learning and share responsibility for moving it forward
- become articulate and confident communicators, able to voice their own opinions and debate issues sensitively
- understand how to collaborate with others and enjoy healthy competition
- share the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- use technology confidently, responsibly and safely
- become effective and responsible global citizens

Teachers will

- plan fully inclusive learning experiences based on forming positive relationships
- respect and value all children
- have high expectations of all learners
- look to challenge all learners in a safe and caring environment
- hold themselves accountable for the progress and behaviour of all children within the school
- provide a range of learning experiences that engages and motivate all children
- take risks and learn from their mistakes
- reflect on their learning and share responsibility for moving it forward
- provide regular constructive feedback and opportunity to respond to it
- work collaboratively across the school and with other schools to improve outcomes for children
- create a learning environment that will engage, motivate and support all learners
- work in partnership with parents to support all children's learning

Leaders, including Governors, will

- build positive relationships based on Christian values
- provide a curriculum that is challenging, engaging and helps children become better learners
- have high expectations of all staff and children
- create a school where all its members feel respected, valued and cared for
- take risks and learn from their mistakes
- reflect on their learning and share responsibility for moving it forward
- articulate their vision and plans to achieve this vision
- involve all stakeholders in school self-evaluation
- ensure that all management systems are accurate, robust and directly inform school improvement
- provide regular constructive feedback and opportunity to respond to it
- work collaboratively across the school and with other schools to improve outcomes for children
- create a learning environment that will engage, motivate and support all learners
- work in partnership with parents to support all children's learning
- Communicate to all stakeholders the schools improvement priorities and their performance against them.



Bramley Church of England Primary School – Pupil Premium Plan 2017-18

Core Values for inclusion	Objectives
a) <i>Providing high quality teaching and learning for all</i>	<ol style="list-style-type: none"> To reduce the gap in achievement by increasing progress of PP pupils in line, or exceeding non PP. To increase the % of pupils eligible for PP funding exceeding ARE. To ensure that our curriculum promotes the learning behaviours of resilience and resourcefulness & our Core Christian Values To provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the classroom
b) <i>Places the learner at its centre</i>	<ol style="list-style-type: none"> To provide early interventions to narrow the gap between disadvantaged pupils and other pupils in EYFS and KS1. To provide targeted interventions, particularly to develop reading and writing, for identified pupils. To increase the effectiveness of the Pupil Profiles to deliver personalised learning.
c) <i>Sharing responsibility and collective accountability</i>	<ol style="list-style-type: none"> To ensure that the Leadership of the School articulates a clear vision with expectations on the standard of provision and pupil outcomes for vulnerable children To further develop a culture whereby all staff take ownership for the progress made by pupils eligible for PP funding.
d) <i>Working in partnership</i>	<ol style="list-style-type: none"> To support parents of pupils eligible for PP funding prior to them joining school. To ensure that our PP parents are communicated with and involved with their child's learning and progress

Providing high quality teaching and learning for all		
Objectives	Actions to secure improvement	Cost
To reduce the gap in achievement by increasing progress of PP pupil in line, or exceeding non PP.	Fortnightly 1:1 conferencing with the classteacher with a focus on accelerating progress in writing.	10 mins of CT time per pupil per fortnight £5000
	Maths Manager to attend training related to raising achievement of Pupil Premium children and deliver staff training to whole staff related to this.	£350
	Pupil Premium pupils given priority to access the Lexia Reading programme which is purchased to boost reading across the school.	£3000
	Ensure that teachers are using steps to success/ success criteria effectively to support pupils in evaluating their own performance and that of their peers.	Half day T&L leaders release each half term £4,178



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	To further embed the use of Pupil Profiles to ensure that children working below ARE catching up.	1 day every half term £1200
	Inclusion Manager to lead LSP training on developing high quality inclusive practice including modelling and leading small group support.	All LSPs released for 1 hour per half term £1100
To increase the % of pupils eligible for PP funding exceeding ARE.	Whole staff training – Embedding best practice to enable PP pupils to achieve highly – including the Pupil Profiles	£1500
	For Inclusion Leader to ensure that higher attaining PP children who are underperforming at Data Drop 1 are receiving appropriate support by holding Phase leaders to account through half termly monitoring activities and feedback meetings	1 day every half term £1200 (Already calculated in for above)
	Lead Inset on why Reasoning should be embedded in all lessons and how it can be achieved through task design and questioning to extend HA pupils.	£300
	To revise our MTP for maths using Hampshire guidance and NCTM Reasoning progression document	NA
	SLT monitoring calendar to a cycle with a focus on higher attaining pupils eligible for PP funding	NA
To ensure that our curriculum promotes the learning behaviours of resilience and resourcefulness & our Core Christian Values	Lead inset reviewing how our current curriculum promotes our values and vision and clarify as a school what our aims are for our children	NA
	Construct a set of key ingredients to an outstanding curriculum that all units should include and then revise and adapt current units	NA
	Arrange time for all year groups to work in their teams to revise their current curriculum plans	£1500
	Seek support from Diocese on how to embed Christian Values into our curriculum.	NA
To provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the classroom	Teachers to ensure that all PP children’s parents are aware of the support we can provide: o Trips o Uniform and equipment o Extra-curricular activities	£5000
	For PP children to attend our ‘Bramley Buddies’ summer club at the school to develop social skills and take part in range of activities	2 x days for 2 x teachers £1200
	Delivery of ELSA programmes to support emotional well-being of children. Children who have received regular support more settled in class.	£3000
	Subsidise cost of trips for families struggling to pay full amount including for residential trips (Y5 and Y6).	£2500
	Subsidise cost of clubs for children attending school trips and paying clubs put on at school e.g. sporting clubs, music lessons	£1500



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	A member of staff to attend Forest Schools training (5 days) to embed a progressive programme of outdoor learning across the school		5 x days (£750) and 1 staff training session
Impact	External Data Headlines		
	EYFS	% of pupil eligible for receiving Pupil Premium funding achieving GLD (80%) is higher than national	
	Year 1	% of pupil eligible for receiving Pupil Premium funding achieving a pass in the phonic screening (45%) is in line with 2017 and higher than 2016	
	End of KS1 Assessments	% of pupil eligible for receiving Pupil Premium funding achieving expected standard in reading (100%), writing (67%) and maths (67%) is higher than 2017	
		% of pupil eligible for receiving Pupil Premium funding achieving greater depth in reading (33%), writing (33%) and maths (33%) is higher than 2017	
	End of KS2 Assessments	% of pupil eligible for receiving Pupil Premium funding (who are non SEN) achieving expected standard in reading (67%), writing (100%) and maths (67%) is higher than 2017	
		% of pupil eligible for receiving Pupil Premium funding (who are non SEN) achieving greater depth in reading (0%), writing(17%) and maths (0%)	
	Internal School Data Summary (using HAM)		
	Yr 1 (11ch)	(5 SEN) 3 children not achieving ARE in RWM are not SEN. There are contextual issues for 2 of them (Social Care & Attendance), however, we still need to put in additional interventions	
	Yr 2 (4ch)	(3 SEN) 100% of Non SEN PP are GDS in all areas. 3 out of 4 PP children met the EXS in reading, 2 in maths and 1 in writing.	
	Yr 3 (12ch)	(4 SEN) 100% of Non SEN PP children are on track in all subjects. Very pleased with this set of results.	
	Yr 4 (12ch)	(5 SEN) 100% of Non SEN PP are on track in all subjects. Very pleased with this set of results.	
	Yr 5 (5ch)	(3 SEN) 100% of Non SEN PP are on track in all subjects. Very pleased with this set of results. 2 of the children who have not made progress have significant SEMH need and have reduced timetables	
	36 pupils eligible for PP funding regularly attended ELSA or had access to pastoral support throughout the year.		



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	<p>Throughout the year 32 of our pupils eligible for PP funding accessed financial support from the school to enable their child to attend school trips and visits. In addition to this, there 8 pupils requested, and received, financial support in order for them to attend the year 5 or year 6 residential.</p> <p>Two members of staff have completed their Forest School training (one to Level 3 and one to Level 2). Following completion of this, they have run a pilot Forest School session twice a week throughout the summer term. This was attended by 24 different children (14 of whom are eligible for PP funding). The intended impact on chn includes: Builds independence, Increased self esteem, Curiosity, Exploration of senses, Spatial awareness, Motor development, Social skills, Team building, Risk management, Cross-curricular skills, Problem solving, Creativity, Self-discovery. A full forest school programme is planned for next academic year.</p>
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Places the learner at its centre		
Objectives	Actions to secure improvement	Cost
To provide early interventions to narrow the gap between disadvantaged pupils and other pupils in EYFS and KS1.	Identify pupils eligible for Pupil Premium funding and ensure parents/carers are aware on entry.	NA
	Use phase assessments to identify gaps in learning of PP pupils and implement interventions to accelerate progress of identified areas.	N/A
	Introduce early intervention and transition taster days. Potential PP pupils to be identified prior to joining school and invited to attend additional transition mornings to engage in learning.	£1000
	HomeStart to deliver a programme of sessions to support new entrants prior to joining the school with the aim of becoming 'school ready'	6 x £100
To provide targeted interventions, particularly to develop reading and writing, for identified pupils.	Regular reading sessions with a focus for identified pupils. Well targeted intervention has enabled key children to double their progress in reading.	3 x 15 mins all teachers £5000
	Purchase high interest/low reading age books. Being utilised by key children and it is reengaging those children with reading.	£1500
	Phonics interventions for identified children in KS1. To be delivered for identified children 3x weekly. Phonics also being taught to pupils in Y3 who did not pass phonics screening retake and children who are insecure.	£1200
	Identify PP pupils who are ARE and target to increase the percentage of PP chn achieving above expected at end of FS [exceeding], KS1 and KS2 [ARE+]	N/A



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	Identify pupils who require support in developing fluency in number skills and key skills in reading and writing and deliver 1:1 or small group after school tutoring.	5 hours per week for 30 weeks £2500
To increase the effectiveness of the Pupil Profiles to deliver personalised learning.	Revise all Pupil Profiles to enable the tracking and targeted support for those pupils exceeding ARE	NA
	Phase leaders to ensure that their effective implementation of interventions in order for all PP children who are not on track to make accelerated progress closing the gap.	Phase Leader time and LSPs to deliver £2500
	Develop the teaching and learning to embed effective use of editing and redrafting in writing.	4 x CT release for half a day £400
Impact	<p>As a result of early interventions and promoting the Pupil Premium Funding and the impact it has on learning, there were 16 additional children eligible for funding identified throughout the year.</p> <p>Home Start worked closely with 6 families to support a smooth transition into school. As a result, positive relationships and engagement with school were established prior to starting.</p> <p>Each pupil eligible for PP funding has a Pupil Profile which enables accurate monitoring and tracking of progress across Reading, Writing and Maths. Additional focus on PP pupils during pupil progress meetings and data analysis has also had a positive impact on progress. The data from the Pupil Profiles shows that out of the 38 pupils who receive PP funding (with no SEN) across the school 94% made progress in line with peers in Reading with 45% making accelerated progress thus closing the attainment gap with non PP. In writing it was 92% in line with 45% making above expected progress whilst in maths, 90% was in line with 53% making above expected progress.</p>	

Sharing responsibility and collective accountability		
Objectives	Actions to secure improvement	Cost
To ensure that the Leadership of the School articulates a clear vision with expectations on the standard of provision and pupil outcomes for vulnerable children	To further embed role of Inclusion Leader to the school's leadership structure to improve efficiency and standard of provision for all vulnerable children	£11,500
	To further embed the vision and values as articulated in the Inclusion Handbook	N/A
	Progress of PP children to be monitored half termly and discussed at SLT so that provision can be reviewed.	N/A
To further develop a culture whereby all staff take ownership for the progress made by pupils eligible for PP funding.	Phase Leader Termly PL Reports identify any PP children who have not made expected progress and plan interventions for the children and the teaching.	1/2 day release for phase leaders (x4) £500
	SLT training programme to monitor, embed and action plan	4 x half days per half term £4000
	SLT monitor schedule includes a full term with a focus on the progress and attainment of vulnerable pupils including pupils eligible for PP funding	5 x SLT members with 6 mornings out of class.



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		2 x SLT meetings (7 members) £4000
	All teachers need to be aware of the PP chn in their class and their end of year targets. This will form part of their appraisal targets and be articulated in the Inclusion Handbook.	N/A
	To deliver any relevant training for LSPs who work with specific children with additional needs including dyspraxia, dyslexia, ASD.	£750
Impact	<p>The inclusive culture of the school continues to grow. All staff are aware of which pupils are eligible for PP funding and recognise the need for greater focus on their progress.</p> <p>All staff fully understand their role in supporting all pupils in school and value that we place in the four aims of our Inclusion Handbook:</p> <ol style="list-style-type: none"> 1. <i>Providing high quality teaching and learning for all</i> 2. <i>Places the learner at its centre</i> 3. <i>Sharing responsibility and collective accountability</i> 4. <i>Working in partnership</i> <p>Teachers are held to account through an Inclusion focused target within their appraisal process. SLT monitoring has a focus on pupils eligible for PP funding for an entire term which has continued to push the increase in emphasis and profile of our vulnerable groups.</p>	

Working in partnership		
Objectives	Actions to secure improvement	Cost
To support parents of pupils eligible for PP funding prior to them joining school.	Liaise with pre-schools and nurseries to identify families who may benefit from support in ensuring that their children are 'school ready' prior to joining EYFS. Home Start to deliver program of support.	£600
To ensure that our PP parents are communicated with and involved with their child's learning and progress	Year groups put on curriculum events where parents are invited to come and share what the children have been doing. Teachers make additional contact with PP parents to increase attendance.	NA
	Teachers to ensure that all PP children's parents are aware of the support we can provide for trips and other activities and support that is in place to accelerate progress.	£1,800
	Parents are informed about the extra support their child is receiving in school and the progress they are making.	N/A
Impact	<p>The EYFS team worked closely with the pre school settings to identify families who required support ensuring that their children were school ready. The impact of working in collaboration with Home Start enabled effective support for a smooth transition into school. As a result, positive relationships and engagement with school were established prior to starting.</p> <p>Parental engagement continued to strengthen. Pupil outcome event and parents evening (92%) were well attended across the school, including PP.</p>	



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