



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 2018-19, Bramley have received a total of £ 67,840.

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.*



Bramley Church of England Primary

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 2018-19

Core Values for inclusion	Objectives
a) <i>Providing high quality teaching and learning for all</i>	<ol style="list-style-type: none"> 1. To reduce the gap in achievement by increasing progress of PP pupils in line, or exceeding non PP. 2. To increase the % of pupils eligible for PP funding exceeding ARE. 3. To ensure that our curriculum promotes the learning behaviours of resilience and resourcefulness & our Core Christian Values 4. 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"> 5. To provide early interventions to narrow the gap between disadvantaged pupils and other pupils in EYFS and KS1. 6. To provide targeted interventions, particularly to develop reading and writing, for identified pupils. 7. To increase the effectiveness of the Pupil Profiles to deliver personalised learning. 8. To increase self-esteem of PP children by ensuring that they have regular access to a designated adult who will act as their champion
c) <i>Sharing responsibility and collective accountability</i>	<ol style="list-style-type: none"> 9. 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 10. 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"> 11. To support parents of pupils eligible for PP funding prior to them joining school. 12. To ensure that our PP parents are communicated with and involved with their child's learning and progress 13. To further increase attendance rates across the school

Providing high quality teaching and learning for all

Objectives	Actions to secure improvement	Cost	Who & When
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	CT 2x mornings per week 08:50-09:10.
	Maths Manager to attend training related to raising achievement of Pupil Premium children and deliver staff training to whole staff related to this.	£350	DB



Bramley Church of England Primary

	Pupil Premium pupils given priority to access the Lexia Reading programme which is purchased to boost reading across the school.	£2000	SH to lead use of Lexia
	Core Subject Workshops for parents. PP receive additional resource packs following English and Maths workshops to enable them to boost learning experiences at home.	£500	Subject Leaders.
	To further embed the use of Pupil Profiles to ensure that children working below ARE catching up.	1 day every half term £1200	SM to monitor and support staff throughout the year.
	Teaching and Learning Leader to lead LSP training on developing meta cognition amongst pupils and the use of LO and SC to support self-assessment	All LSPs released for 1 hour per term £1100	SJ/SM to deliver
	Inclusion manager to evaluate the Brick Progress of every child eligible for PP funding every half term and feedback to the teachers.	£1800	SM to lead
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 and meta cognition	£2500	GG/SM/SJ to deliver inset day
	English Leader to review provision for teaching Phonics/Spellings across the school and suggest/implement any improvement actions EYFS Leader to review transition of children from FS to Yr. 1 in terms of their phonics progression.	£1000	AH to review by end of Autumn, introduce any actions at start of Spring 1
	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)	SM December 2018 and then at each data drop AB,AH,SJ to focus on at Pupil Progress meetings
	Lead Inset on why Reasoning and fluency of number should be embedded in all lessons and how it can be achieved through task design and questioning to extend HA pupils.	£1500	DB INSET September
	To revise our MTP and LTP for maths using Hampshire guidance and NCTM Reasoning progression document	£300	DB INSET September DB to support staff during the course of the year.
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: <ul style="list-style-type: none"> o Trips (including residential) o Uniform and equipment o Extra-curricular activities 	£2500	SM and CTs ongoing



Bramley Church of England Primary

	Delivery of ELSA programmes to support emotional well-being of children. Children who have received regular support more settled in class.	£3000	SDRS
	Children eligible for PP funding are the priority for attending the Forest School programme	6 x afternoons per programme Total - £1800	JA & BK - ongoing

Places the learner at its centre			
Objectives	Actions to secure improvement	Cost	Who & When
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	EYFS leader - AB
	Use phase assessments to identify gaps in learning of PP pupils and implement interventions to accelerate progress of identified areas.	£1000	CTs, Phase Leaders, Inclusion Manager
	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	EYFS Leader - AB
	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	SM and AB to identify HomeStart to deliver
To provide targeted interventions, particularly to develop reading and writing, for identified pupils.	Identify pupils across the school who have fallen off track to receive 1:1 or small group after school tutoring.	4 hours per week for 30 weeks £1500	SM to identify and SDRS to deliver
	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	KS1 leader, Y3 CTs,
	Ensure that all PP children who are not making expected progress receive regular interventions	£5000	CT and LSPs
	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	Phase Leaders and CTs to implement



Bramley Church of England Primary

To increase the effectiveness of the Pupil Profiles to deliver personalised learning.	Monitoring and analysis of Pupil Profiles and provide targeted support for those pupils off track from their relative starting point	NA	Phase Leaders and CT to implement
	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	Phase Leaders to lead Pupil Progress meetings.
	Develop the teaching and learning to embed effective use of editing and redrafting in writing.	4 x CT release for half a day £400	AT to deliver
To increase self-esteem of PP children by ensuring that they have regular access to a designated adult who will act as their champion	Deliver whole staff inset training on Thrive and how we can embed a model to promote self-esteem through pupil champions	£2000	SM to oversee Whole staff
	On a regular basis, the pupil champion spends time with their designated pupil to complete Thrive activities and reading.	£2000	All staff ongoing

Sharing responsibility and collective accountability

Objectives	Actions to secure improvement	Cost	Who & When
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	Inclusion Manager
	To further embed the inclusive culture within the classrooms and around the school	N/A	SM
	Progress of PP children to be monitored termly and discussed at SLT so that provision can be reviewed.	£500	SLT termly
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) £2000	Phase Leaders
	SLT training programme to monitor, embed and action plan	4 x half days per half term £4000	GG and SM to facilitate



Bramley Church of England Primary

	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. 2 x SLT meetings (7 members) £4000	SM to timetable with SLT to deliver
	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.	N/A	EHT/DHT to include PP performance targets in all teachers appraisals in Oct 18. SM to create inclusion handbook.
	To deliver any relevant training for LSPs who work with specific children with additional needs including dyspraxia, dyslexia, ASD.	£750	SM/KL/JD throughout the year

Working in partnership			
Objectives	Actions to secure improvement	Cost	Who & When
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	SM/AB/Home Start April 2018
To ensure high quality support for vulnerable children is implemented across the school	Collaboration Work together with Bishopswood Schools on approaches to support vulnerable children; consistent monitoring, assessment and tracking infrastructure.	£2000	Sm/AC/BS
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	Class teachers - ongoing
	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.	NA	AB speak to all new parents at home visits. SM to liaise with the office to include in newsletters and ensure on trip forms
	Parents are informed about the extra support their child is receiving in school and the progress they are making.	NA	CTs in parent meetings and other arranged



Bramley Church of England Primary

			meetings when necessary
To further increase attendance rates across the school	To embed new attendance tracking system in the office including clear guidance on the different tiers of action required when contacting parents	£600	GG & AT by end of Aut 1
	Liaise with external agencies where appropriate (EMTAS, Inclusion Team, PBS)	£500	