



## 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 2019-20, Bramley have received a total of £ 67,920.

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 2019-20

Core Values for inclusion	Objectives
a) <i>Providing high quality teaching and learning for all</i>	<ol style="list-style-type: none"> <li>1. To reduce the gap in achievement by increasing progress of PP pupils in line, or exceeding non PP.</li> <li>2. To ensure 86%+ of non-SEN PP pupils in KS1 achieve ARE in Reading, Writing and Maths combined</li> <li>3. To ensure that our curriculum promotes the learning behaviours of resilience and resourcefulness &amp; our Core Christian Values</li> <li>4. To provide a range of opportunities for pupils to experience cultural capital, no matter what their background, through learning opportunities outside the classroom</li> </ol>
b) <i>Places the learner at its centre</i>	<ol style="list-style-type: none"> <li>5. To provide early interventions to narrow the gap between disadvantaged pupils and other pupils in EYFS and KS1.</li> <li>6. To provide targeted interventions, particularly to develop reading and writing, for identified pupils.</li> <li>7. To increase the effectiveness of the Pupil Profiles to deliver personalised learning.</li> <li>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</li> </ol>
c) <i>Sharing responsibility and collective accountability</i>	<ol style="list-style-type: none"> <li>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</li> <li>10. To further develop a culture whereby all staff take ownership for the progress made by pupils eligible for PP funding.</li> </ol>
d) <i>Working in partnership</i>	<ol style="list-style-type: none"> <li>11. To support parents of pupils eligible for PP funding prior to them joining school.</li> <li>12. To ensure that our PP parents are communicated with and involved with their child's learning and progress</li> <li>13. To ensure high quality support for vulnerable children is implemented across the school</li> <li>14. To further increase attendance rates across the school</li> </ol>

### **Providing high quality teaching and learning for all**

Objectives	Actions to secure improvement	Cost	Who & When
A.1) To reduce the gap in achievement by increasing progress of PP pupil in line, or exceeding non PP.	Fortnightly 1:1 conferencing with the class teacher with a focus on accelerating progress in writing/ reading.	10 mins of CT time per pupil per fortnight £5000	CT 2x mornings per week 08:50-09:10.
	Create set of non-negotiables for all disadvantaged children (e.g. reading with adult 2x a week, additional library books, additional parent consultation, working with teacher 3x a week, identified key adult)	NA	KT and class teachers -Staff meeting 16.10.19



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	Maths Manager to deliver training session to parents of children entitled to Pupil Premium funding and GRT. Related to raising achievement of Pupil Premium in maths. (basic number fluency)	£350	DB
	Pupil Premium pupils given priority to access the Lexia Reading programme which is purchased to boost reading across the school.	£2500	SH to lead use of Lexia Parent helpers across the school.
	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 continue to embed the use of Pupil Profiles to ensure that children working below ARE catching up and closing the attainment gap.	1 day every half term £2000	KT / JD to monitor and support staff throughout the year.
	Develop the use of flexible grouping/ split inputs and promote challenge for all to ensure the needs of each individual child are met. By ensuring that assessment for learning is a key part of each lesson, teachers are able to adapt planning and personalise learning. Flexible grouping ensures that a child's learning is not capped and all learning time is optimised.	Ongoing daily	KT to monitor in planning.
	Pupil progress meetings held after each Data Drop throughout the year (3 - 4 times) using PAG grids to support discussions [PP/LAC children a key group for discussion - academic & pastoral progress].	NA	
	Inclusion leader to create an 'individual support plan' to clearly show provision and support in place for each disadvantaged child – both academic and pastoral.	Inclusion ldr time and staff meeting time.	KT
	Termly meetings in addition to whole school parent's evenings to review PP/LAC children's attainment, progress and discuss next step targets.	51 children x 20 minute meeting 3 x a year= 50 hrs teacher time equivalent to 10 days. £2500	KT/ Class teachers
	Inclusion Leader / SENCO to deliver training for staff on effective provision for disadvantaged pupils (Barriers for learning- sensory processing??? Autism?)	Inclusion Leader and SENCo time.	KT/SENCO
	Inclusion manager to evaluate the Brick Progress of every child eligible for PP funding every half term and feedback to the teachers.	£1800 release time for staff	KT / SM to lead



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<p>A.2) To ensure 86%+ of non-SEN PP pupils in KS1 achieve ARE in Reading, Writing and Maths combined</p> <p>To increase the % of pupils eligible for PP funding exceeding ARE.</p>	<p>English Leader to continue to review provision for teaching Phonics/Spellings across the school and suggest/implement any improvement actions</p>	<p>NA</p>	<p>AH and KT to monitor phonic /spelling provision and expectations.</p>
	<p>For Inclusion Leader to ensure that higher attaining PP children who are underperforming at Data Drops throughout the year are receiving appropriate support by holding Phase leaders to account through half termly monitoring activities and feedback meetings</p>	<p>1 day every half term £1200 (Already calculated in for above)</p>	<p>KT/SM December 2019 and then at each data drop Phase leaders to focus on at Pupil Progress meetings</p>
	<p>Pupil progress meetings held after each Data Drop throughout the year (3 - 4 times) using PAG grids to support discussions about children exceeding ARE.</p>	<p>NA</p>	<p>SM / KT</p>
<p>A.3) To ensure that our curriculum promotes the learning behaviours of resilience and resourcefulness &amp; our Core Christian Values</p>	<p>Curriculum leader to oversee curriculum plans and deliver training on how values and behaviours should drive the curriculum.</p>	<p>NA</p>	
<p>A.4) To provide a range of opportunities for pupils to experience cultural capital, no matter what their background, through learning opportunities outside the classroom</p>	<p>Teachers to continue to ensure that all PP children's parents are aware of the support we can provide:</p> <ul style="list-style-type: none"> <li>o Trips (including residential)</li> <li>o Uniform and equipment</li> <li>o Extra-curricular activities/ cultural experiences- e.g visitors, music, drama, sports etc</li> </ul>	<p>£6800 (10%)</p>	<p>SM/KT and CTs ongoing</p>
	<p>Delivery of ELSA programmes to support emotional well-being of children. Children who have received regular support more settled in class.</p>	<p>£4000</p>	<p>SDRS</p>
	<p>Children eligible for PP funding / DV are the priority for attending the Forest School programme. This outdoor learning experience to be developed supporting PP and DV chn to break down barriers for learning.</p>	<p>6 x afternoons per programme Total - £2500</p>	<p>JA &amp; BK - ongoing</p>
<p><b><u>Impact:</u></b></p>			



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Places the learner at its centre			
Objectives	Actions to secure improvement	Cost	Who & When
B.5) 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
	Inclusion and EYFS leaders 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	KT and AB to identify
B.6) 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 35 weeks £3000	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.	£2000	KS1 leader, Y3 CTs,
	Ensure that all PP children who are not making expected progress receive regular interventions. Under the direction of year group leaders, LSAs/HLTAs to provide targeted support across the year group for basic literacy and numeracy skills (Pupil Profiles used to identify gaps in skills)	£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 EYFS [exceeding], KS1 and KS2 [ARE+]	N/A	Phase Leaders and CTs to implement
	Talk Boost (Yr R) & Language Link (Yr 1 & 2) programmes implemented for children with below age-expected language skills (all PP/LAC children will be assessed)	£1800	
	Weekly book review meetings with children entitled to Pupil Premium funding in Years 5 and 6 to discuss mindfulness / changing minsets- 'You are Awesome' books ordered	£250	KT



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B.7) To increase the effectiveness of the Pupil Profiles to deliver personalised learning.	Continue to monitoring and analyse 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.
	Disadvantaged children who have an additional need to be assessed using Thrive framework and individual action plans created.	£2500	
	Inclusion lead / SENCo to support staff with completing the Thrive profiles and action plans using the online Thrive tool.	£1000 release time	KT / JD
B. 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	Increase whole staff understanding of children's SEMH and wellbeing through new HCC initiative in collaboration with The Bishopswood Schools. New group in process of being formed across BIS/BJS & BPS formed of staff from all levels to implement new initiative across the schools.	Training for all staff on areas such as mindfulness, anxiety and depression. 4 x PM release time £400	KT/JD with RM from bishopswood
	On a regular basis, the pupil champion spends time with their designated pupil to complete Thrive activities and reading.	£2000	All staff ongoing
<b><u>Impact:</u></b>			



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## Sharing responsibility and collective accountability

Objectives	Actions to secure improvement	Cost	Who & When
C.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	To further embed role of the new Inclusion Leader to the school's leadership structure to improve efficiency and standard of provision for all vulnerable children	1 day a week dedicated to supporting Vulnerable children £12,500	KT
	To further embed the inclusive culture within the classrooms and around the school. AHT to regularly monitor provision for disadvantaged pupils. Spreadsheet of provision / interventions created.	NA	KT
	Progress of PP children to be monitored termly and discussed at SLT so that provision can be reviewed.	NA	SLT termly
C.10) 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) each term (x3) £1200	Phase Leaders
	SLT monitoring schedule includes a full term with a focus on the progress and attainment of vulnerable pupils including pupils eligible for PP funding	£4000	SM / KT to timetable with SLT to deliver
	All teachers need to be aware of the PP children in their class, Phase Leaders to be aware of the PP chn across their phase and their end of year targets. This will form part of their appraisal targets.	N/A	EHT/HoS to include PP performance targets in all teachers appraisals in Oct 19. 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





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### Impact:

Working in partnership			
Objectives	Actions to secure improvement	Cost	Who & When
D.11) 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.	£600	KT/AB
D.12) 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.	£NA	SM
D.13) 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. KT 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 meetings when necessary
D.13) To further increase attendance rates across the school	Continue to embed new attendance tracking system in the office including clear guidance on the different tiers of action required when contacting parents	£600	SM & KOM by at the end of each term



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	Continue to liaise with external agencies where appropriate (EMTAS, Inclusion Team, PBS)	£500	SDRS - EMTAS coffee mornings KT main link with external agencies throughout the year.
<b><u>Impact:</u></b>			

**Total cost 69,850**