



Pupil premium strategy statement:

1. Summary information					
School	Bramble Infant School & Nursery				
Academic Year	2018/2019	Total PP budget	£35,640	Date of most recent PP Review	July 2017
Total number of pupils	170	Number of pupils eligible for PP	27	Date for next internal review of this strategy	October 2018
2. Current attainment					
Attainment for: 2017-2018 Whole school end of Year 2			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national)</i>	
% achieving expected standard or above in reading, writing and maths			50% (10/20 children)	42% (16/38 children)	
% achieving expected standard or above in reading			60% (12/20 children)	66% (25/38 children) 79% *2017 nat figure	
% achieving expected standard or above in writing			60% (12/20 children)	53% (20/38 children) 72% *2017 nat figure	
% achieving expected standard or above in maths			60% (12/20 children)	53% (20/38 children) 79% *2017 nat figure	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Independent working skills and application of learning in order to achieve ARE				
B.	Developing positive learning attitudes and managing emotions in order to achieve ARE				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
C.	Some of our children in receipt of PP funding have support from outside agencies such as Primary Behaviour support, social care etc. Barriers to learning include challenging behaviour and poor attendance.				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	A high quality inclusive teaching approach will be used to foster better independent working skills and to accelerate progress. So that more PP children achieve ARE by the end of KS1.			The attainment gap between PP children and non-PP children will continue to narrow. At the end of Year 2 75% of PP children will achieve ARE or better in Reading, Writing and Maths.	

B.	Children eligible for PP funding will make progress academically and in terms of pastoral issues (readiness to learn)	At the end of Year 2 75% of PP children will achieve ARE or better in Reading, Writing and Maths. Newly introduced pupil profile tracking documents will illustrate progress against academic outcomes and pastoral achievements.
C.	Attendance of PP children will be 96%, in line with all pupils .	Levels of attendance will be maintained at 96% or above.

5. Planned expenditure					
Academic year		2018/19			
The headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children will develop greater independent working skills and will attain ARE at the end of KS1.	In line with school strategic improvement priorities we are adopting a 'High Quality Inclusive Teaching' approach (HQIT) as ensuring better teaching and learning for all will improve attainment and progress for all. Staff training is required in this and will focus on Writing and maths.	In school gap in attainment between PP and Non-PP children in writing during 2017-18 was 9%. Gaps between PP and national Non-PP children were: R 19%, W 17%, M 19% Developing effective Quality First Teaching methods that allow all children to succeed is the best way to narrow gaps between disadvantaged pupils and non-disadvantaged pupils.	- Regular monitoring of lessons - Book scrutinies - Pupil Progress meetings	English Lead Maths Lead	At data milestones (Nov, Feb, Apr and EOY)
Some children need to develop more positive attitudes to learning so that they are ready to learn.	Make available 1:1 and small group ELSA provision to children that need it to help them manage emotions so they are able to access learning.	Children with additional needs are expected to make the same progress and attainment as non-PP children. The school's Pastoral support worker will be able to support individuals with emotional literacy so they are ready to access learning in line with their peers.	- Pupil Progress meetings - Strengths and developments questionnaires - At assessment milestones	SENDCo PP Co	On going 6 weekly SDQs

More PP children will achieve ARE so that gaps in attainment continue to be narrowed.	A 'Pupil Premium Co-Ordinator' role will be developed so that greater accountability for their attainment is achieved. Plans to target individual areas of development will be drawn up and implemented.	The school's Pupil Premium Co-Ordinator will meet with class teachers at regular points throughout the year to monitor progress and attainment of PP children. This will then inform individual plans for support.	- Half termly meetings with class teachers - PP Co to feedback at SLT and FGB meetings.	PP Co HT/DHT	At data milestones (Nov, Feb, Apr and EOY)
PP children make accelerated progress when identified as being not on track.	Classroom TAs will be used to deliver specific, targeted interventions to individuals and small groups of pupils as identified by teachers.	Examples of interventions to be delivered to ensure accelerated progress included but is not limited to: - Precision teach - Pre-Teaching - FFT Reading intervention	- Half termly commentaries by PP Co-ordinator.	PP Co HT/DHT	At data milestones (Nov, Feb, Apr and EOY)

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance rate of PP children to continue to maintain 96%.	New Attendance & SIMS Officer to be trained and supported to follow strategy for attendance and complete reviews, home visits and begin interventions for support.	We want to ensure that attendance rates for PP children are at least as high as non PP children. Children need to be at school every day to learn. We feel that using grant funding to support parents in bringing their children to school is important	Termly reports for governors with attendance data. Regular fortnightly attendance meetings between HT and attendance lead.	Attendance & SIMS Officer HT	Half termly HT reports to governors.

Children with additional behavioural needs will have needs met in school.	Primary Behaviour Support subscription to be increased to allow extra support to advise teachers and TA's on strategies for achieving more successful outcomes.	Children with additional needs are expected to make the same level of progress and attainment as non PP children. Some of our children find being in school and learning very difficult. Teachers and parents need support and strategies to reduce the amount of disruption caused and allow more time for learning.	- Monitoring of Teaching, Learning & Assessment by SLT - Reports from visits by Primary Behaviour support staff.	HT/DHT	At data milestones (Nov, Feb, Apr and EOY)
All children are ready to learn and free from hunger/thirst.	Buy in school milk for those children who receive PP.	Children are guaranteed to have milk every day. This means that they have access to vitamins and minerals which are needed for a healthy mind and body.	- Monthly audit to ensure milk is being consumed.	Admin team	On going
Our PP children attend school more regularly.	Breakfast club provision for those children who have identified attendance needs or who are vulnerable.	Children will be motivated to be part of our breakfast club. They will get a healthy breakfast that will sustain them through the morning until lunchtime. This will also reduce lates as they will be ready for school first thing.	Half termly review of provision and needs	PP Co Attendance & SIMS Officer HT	On going

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Children to be at the expected standard in writing by the end of year 2. This is so they begin Junior School ready for the challenges of the KS2 curriculum.	Resources- additional texts to be purchased to allow writing to be taught through good quality texts. Books for each year group to be purchased.	60% of PP children achieved the expected standard in writing, compared to 69% of non-PP children. 60% of PP children made expected or better progress in writing. In 2016-17 33% of PP children achieved the expected standard.	Quality first teaching for all pupils (including PP children) continues to be a strategic improvement priority. High Quality Inclusive Teaching (HQIT) approach is being implemented in order to meet the needs of all children, including PP children.	£568
Develop the school Leadership Team in identifying and analysing the progress and attainment of PP children.	Staff Leadership team and core subject leaders to devote a regular amount of time to analysing data and reviewing the progress of children with Pupil Premium.	SLT are now more confident with analysing data in order to identify strengths and areas for development. Governor monitoring evidences this improvement. Analysis includes focus on PP children.	Development of leadership continues to be a strategic improvement priority for the school.	£165
Interventions to be evaluated continuously for impact. Children to have short term interventions which boost progress and in turn attainment.	SEND leader to have designated time for analysing and evaluating the impact of interventions. A baseline and endpoint established and children moved on as quickly as possible.	Half termly commentary reviews allowed SENDCo to monitor effectiveness of interventions. PP children were included in this as well.	SEND commentaries to continue, including a focus on PP children.	<u>Cost of leadership time:</u> £990 <u>Cost of delivering interventions:</u> FFT Reading: £3164.64 Year R Booster Groups: £3164.64 Phonics Club: £1672.56

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
An identified number of children to be assessed and diagnosed so that needs can be met and children have a better chance of making progress they are capable of.	Cluster educational psychologist to complete assessments and suggest appropriate support for children with challenging or learning difficulties. Additional support from outside educational psychologist to be used to aid this.	EP's completed assessments of children (including PP children) that supported applications for EHCPs which resulted in children being able to access the support they needed.	The school will continue to pay into the Cluster EP SLA to ensure that future PP children can access support if and when required.	£2400
Children with additional behavioural needs will have needs met in school.	Primary Behaviour Support subscription to be increased to allow extra support to advise teachers and TA's on strategies for achieving more successful outcomes.	Support from MABBS provided teachers and staff with strategies to support behaviour for specific children, including PP children. Also contributed towards CAMHs referrals and EHCP reviews. Also provided direct work with 1:1 Behaviour support assistants to support PP children's behavioural needs.	The school will continue to pay into the MABBS SLA to ensure that future PP children can access support if and when required.	£2409
Attendance rate of PP children to increase to 95%	Attendance support officer to be employed to follow strategy for attendance and complete reviews, home visits and begin interventions for support.	Attendance for PP children during academic year 2017-18 was 96.13%. This is above the target set for attendance for all pupils.	Role of Attendance Officer to continue to ensure attendance of PP children remains high.	£11,420
Children with additional needs will be skilled and prepared to make progress in line with peers.	2 members of the pastoral team to set up Nurture 'based' unit based on needs of vulnerable children. 4/5 children in group qualify for PP.	All but 2 of the children in the nurture based unit 'graduated' back to being in class full time. 75% of these pupils made expected or better progress in reading, 50% in writing and 50% in maths.	The school will continue to employ a Pastoral Support Worker to deliver ELSA programmes where required. (including PP children)	£31,199
All children are ready to learn and free from hunger/thirst.	Buy in school milk for those children who receive PP.	All PP children had their basic needs met in school.	This will continue	£1463

Our PP children attend school more regularly.	Breakfast club provision for those children who have identified attendance needs or who are vulnerable.	Attendance at Breakfast Club improved the attendance of PP children.	This will continue	£3040
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7. How we will measure and review the impact and effect of expenditure of Pupil Premium funding?

The Governing monitoring plan sets out how the funding will be evaluated.
The following is taken from the 2018-2019 plan for Governors

	Action	Aim	Timescales
F	Attendance at Pupil Progress meetings (3, 6, 7)	a) Ensure all children's progress is effectively monitored and info used for planning b) Focus on how supporting & monitoring SEND & PP children and what progress they are making – monitoring how use of PP money is supporting progress	Once a year: Autumn term – around November (date agreed with HT)
M	Agenda Item at FGB (4, 12, 13, 19, 22, 23, 24)	a) <u>Termly Core Subject Reports</u> - Core Subject leader brings report on data, progress and strategy with their subject (looking for data led planning & evaluation) – focus on all groups and Pupil Premium b) Annual plan of proactive plans for engaging parents and any other key stakeholders (identify learning from last year and where governors will participate) c) Report from Deputy on forward planning curriculum (broad, balanced, reflects ethos & objectives) including how Core Values of British Society and Learning Values will be embedded through the 'thought for the half term' programme of activities. Normally will start with learning from last year d) Annual report on Impact of Pupil Premium and Primary Sport funding and how this will inform next year's planning – at same meeting as proposals for following year use	a) As outlined in H above b) October (2018) then September c) Normally March d) July FGB (pick up PS and PP future policy on October FGB 2018 only)
G	Watching teaching observation & feedback / coaching (3, 15, 29)	a) Infant School (each year group) - Engaging all children especially vulnerable groups - Making good use of classroom support - Behaviour management b) Nursery Observe work with key staff groups	a) Once a year – observe more than one year group (plan with HT) b) Once a year: Plan with Nursery manager

