

Brampton Village Primary School

Pupil Premium Strategy Statement



1. Summary information					
Academic Year	2017/18	Total Pupil Premium Budget	£73,380		Date of most recent Pupil Premium Review
Total number of pupils	449	Number of Pupils eligible for Pupil Premium	91	20.3%	Date for next internal review of this strategy
		Number of FSM6 Pupils	52	11.6%	
		Number of Service Pupils	39	8.7%	
		Number of FSM6 and SEN Pupils	22	4.9%	
Attendance					
All Pupils	96.2%	Pupil Premium Pupils	93.2%		

2. Planned Expenditure				
	Activity	Amount	Annual Total	Rationale
A	Individual music tuition and instrument hire if applicable	cost approx. £130 per term	£5070	For the Autumn Term 2017 we had thirteen pupils signed up for individual music tuition which is more than a quarter of our current FSM/EVER6/Post LAC pupils. As we have some pupils who are not of an age to access tuition, the percentage uptake is higher than this. We would expect all these pupils to continue with their music for the rest of the year.
B	Club fees for one externally run, chargeable club per term, eg, French Club, Gymnastics Club, Drama Club	up to £80 per term, plus applicable annual membership fees	£1680	Children are offered the opportunity to attend a wide range of clubs and extra-curricular activities. There are currently two pupils who attend French Club, and five who attend Gymnastics.
C	Uniform	£35 per pupil, annually	£1575	Uniform is offered to all FSM/EVER6/Post LAC children at the end of the summer term. There are very few families who do not take up the offer of the uniform grant. We expect to subsidise approximately 45 children next year.
D	Residential trips		£2600	The school runs residential trips for children in years 4 and 6. Parents are asked to pay a deposit to cover the non-board, lodging and activity cost, and then fund the rest of the cost. 5 children from

				Y4 going to Grafham (£156 each) and 7 children from Y6 going to Shugborough (£260 each) will be supported.
E	Educational Trips and activities	Varies between £5-20	£11,500	<p>Educational activities for which support has been provided this year to date are:</p> <ul style="list-style-type: none"> Y2 Warwick Castle (3 @ £16) Y6 Stibbington (1 @ £12.50) Y5 Mexicolore (4 @ £5.50) <p>Forthcoming trips include the Year 5 visit to the National Space Centre for which support will be offered to twelve pupils (approx. £17 each). Years 1, 3, 4, and R have yet to schedule trips but there are 26 pupils in these year groups for whom trips will be funded.</p>
F	SENCo	increase from 40% to 60% per year	£8963	An increase in hours was approved from September 2017 in order to provide support for identified children.
G	Inclusion Worker	17.75 hours per week	£13,732	Time is provided for those children who need time to talk. This helps children when they need support with friendship problems, self-esteem or anxiety. They gain in confidence and are more willing to engage and take risks in learning.
H	Pastoral Support TA	20 hours per week	£11,383	Support is provided for children who are experiencing challenging times at home. Pastoral Support Plans are put in place and monitored.
I	Interventions run by HLTAs	21 hours per week	£16,373	HLTAs run reading groups to extend vocabulary and support children in drawing deeper meaning from a text. Spelling or grammar intervention supports children. Additional small groups are organised to address misconceptions for children who are working below age related expectations in Maths.
J	Additional teaching sessions	8 days	£1800	Children who require 1:1 support are identified. This may be as they are working below age related expectations or emotional support.
K	Phase Leader monitoring (vulnerable groups)		£1800	Time is provided for Phase Leaders to monitor the quality of interventions and the progress of vulnerable children in their Phases.
L	Interventions led by TAs (eg sensory circuits)	5 mornings a week	£5691	Teaching assistants provide additional in-class support for vulnerable children, helping them to remain focused and allowing them to access tasks.
M	Support for Service Children Admin support Additional costs	1 extra week 2 hours a week	£300 £3600	The money we receive from the Service Premium enables us to provide support for transition and emotional well-being. Additional costs for Parent Forum meetings and attendance at meetings relating to service children

3. Current attainment and progress of Y2 Pupils

Reading (60 pupils) Yr2 Spr1	No. (%)	Below	Risk	At	Above	Significantly Above
All Pupils	60 (100%)	11 (18.3%)	14 (23.3%)	8 (13.3%)	14 (23.3%)	13 (21.7%)
Disadvantaged	3 (5.0%)	1 (33.3%)	1 (33.3%)	0 (0%)	1 (33.3%)	0 (0%)
Service Children	4 (6.7%)	2 (50.0%)	1 (25.0%)	0 (0%)	0 (0%)	1 (25.0%)

Writing (60 pupils) Yr2 Spr1	No. (%)	Below	Risk	At	Above	Significantly Above
All Pupils	60 (100%)	13 (21.7%)	12 (20.0%)	15 (25.0%)	15 (25.0%)	5 (8.3%)
Disadvantaged	3 (5.0%)	1 (33.3%)	1 (33.3%)	1 (33.3%)	0 (0%)	0 (0%)
Service Children	4 (6.7%)	1 (25.0%)	1 (25.0%)	2 (50.0%)	0 (0%)	0 (0%)

Mathematics (60 pupils) Yr2 Spr1	No. (%)	Below	Risk	At	Above	Significantly Above
All Pupils	60 (100%)	8 (13.3%)	13 (21.7%)	24 (40.0%)	14 (23.3%)	1 (1.7%)
Disadvantaged	3 (5.0%)	0 (0%)	2 (66.7%)	1 (33.3%)	0 (0%)	0 (0%)
Service Children	4 (6.7%)	1 (25.0%)	1 (25.0%)	2 (50.0%)	0 (0%)	0 (0%)

Year Group	Non FSM6	FSM6	Gap		Non FSM6	FSM6	Gap (from previous summer)		Non FSM6	FSM6	Gap (from previous summer)
2	Jul-17 57	Jul-17 3			Dec-17 57	Dec-17 3			9.2.18 63	9.2.18 9	
Reading	84.2	66.7	-17.5		80.7	66.7	-14		82.5	66.7	-15.8
Writing	73.7	66.7	-7		73.7	66.7	-7		78.9	66.7	-12.2
Maths	84.2	66.7	-17.5		82.5	100	17.5		86	100	14
RWM	70.2	66.7	-3.5		66.7	66.7	0		70.2	66.7	-3.5

4. Current attainment and progress of Y6 Pupils

Reading (72 pupils) Yr6 Spr1	No. (%)	Missing Assessment	Below	Risk	At	Above	Significantly Above
All Pupils	72 (100%)	2 (2.8%)	25 (34.7%)	19 (26.4%)	11 (15.3%)	9 (12.5%)	6 (8.3%)
Disadvantaged	9 (12.5%)	0 (0%)	5 (55.6%)	2 (22.2%)	0 (0%)	1 (11.1%)	1 (11.1%)
Service Children	7 (9.7%)	1 (14.3%)	2 (28.6%)	1 (14.3%)	2 (28.6%)	1 (14.3%)	0 (0%)

Writing (72 pupils) Yr6 Spr1	No. (%)	Missing Assessment	Below	Risk	At	Above	Significantly Above
All Pupils	72 (100%)	2 (2.8%)	36 (50.0%)	18 (25.0%)	6 (8.3%)	6 (8.3%)	4 (5.6%)
Disadvantaged	9 (12.5%)	0 (0%)	6 (66.7%)	1 (11.1%)	1 (11.1%)	0 (0%)	1 (11.1%)
Service Children	7 (9.7%)	1 (14.3%)	4 (57.1%)	1 (14.3%)	1 (14.3%)	0 (0%)	0 (0%)

Mathematics (72 pupils) Yr6 Spr1	No. (%)	Missing Assessment	Below	Risk	At	Above	Significantly Above
All Pupils	72 (100%)	2 (2.8%)	36 (50.0%)	15 (20.8%)	7 (9.7%)	6 (8.3%)	6 (8.3%)
Disadvantaged	9 (12.5%)	0 (0%)	6 (66.7%)	1 (11.1%)	0 (0%)	1 (11.1%)	1 (11.1%)
Service Children	7 (9.7%)	1 (14.3%)	3 (42.9%)	1 (14.3%)	0 (0%)	2 (28.6%)	0 (0%)

Year Group	Non FSM6 Jul-17	FSM6 Jul-17	Gap		Non FSM6 Dec-17	FSM6 Dec-17	Gap (from previous summer)		Non FSM6 9.2.18	FSM6 9.2.18	Gap (from previous summer)
6	63	9			63	9			63	9	
Reading	73	22.2	-50.8		73	66.7	-6.3		65.1	44.4	-20.7
Writing	61.9	33.3	-28.6		73	44.4	-28.6		49.2	33.3	-15.9
Maths	66.7	33.3	-33.4		65.1	44.4	-20.7		49.2	33.3	-15.9
RWM (GLD)	54	11.1	-42.9		52.4	33.3	-19.1		31.7	22.2	-9.5

5. Barriers to future attainment	
A	As the school grows mobility becomes more of an issue. 8 FSM6 PP children have joined the school since September 2017 (this does not include 6 Service Children).
B	7.3% of pupils do not have English as their first language (although none of these are currently PP the percentage of children across the school is growing).
C	42% of the FSM6 children are also SEN.

2016-2017 Review
What is in place now?
<p>Teachers complete pupil premium forms for all children from the FSM, Ever6 and Service pupil premium groups. These forms identify strengths, areas for development, intervention and progress towards targets. Pupil premium forms from last year were updated and passed on to new teachers. The forms are updated termly</p> <p>Target tracker is used to track the progress of children from the pupil premium groups. Teachers are expected to take ownership of this when completing termly progress reviews. Children causing concern are discussed during termly pupil progress meetings together with intervention priorities. Teachers know that provision needs to be reviewed for children not on track to make expected progress (6 steps) by the end of the year.</p> <p>30.2% of children from the pupil premium group (2016-17) received pastoral support. There has been investment in the pastoral team with more time allocated for individual support for vulnerable children through the Lead Inclusion Worker (HLTA) and Pastoral Teaching Assistants. Training for all staff (teachers, teaching assistants, midday team, Brambles) to support emotional and behavioural needs has also been delivered by the Lead Inclusion Worker and SEND Specialist Teaching Team.</p> <p>There are termly inclusion staff meetings which give opportunity for pupil premium updates and sharing of good practice.</p>
Strengths and Successes
<ul style="list-style-type: none"> • All staff are aware of the pupil premium group of children, including funding and how this is used. • Pupil premium forms are completed which identify the needs of children from the pupil premium group and how these are being addressed. Pupil premium children make similar or greater progress in most subjects (or foundation stage areas of learning) across the key stages. • Ofsted (January 2016) recognised what is in place for the pupil premium group of children; “Unchecked, published information for 2016 suggests that disadvantaged pupils did not make the progress that they were capable of. However, leaders have recognised this, and acted quickly. The school’s meticulous monitoring and assessment information show that disadvantaged pupils are well supported. Teachers are very aware of the needs of the disadvantaged pupils in their class. As a result, teachers’ planning takes into account individual needs in order to support and challenge disadvantaged pupils, so they make good, and better, progress”.

Outcomes

FSM Outcomes – Statutory End of Year Assessments July 2017

- Outcomes for children from the FSM group improved in all areas other than maths in Year 2 and writing in Year 6.
- Children from the FSM groups performed slightly less well in reading in Year 6, but the gap narrowed significantly.
- Children from the FSM group performed significantly better than the previous year in Year 1 and also achieved more highly than the rest of the cohort.

Note – This data does not include children from the Ever6 group as Target Tracker does not identify them as a group. A solution for this has been found so that in future Ever6 children can be included.

Pupil Premium Outcomes Report – July 2017

Foundation Stage

- 8.9% less children from the pupil premium group of children achieved GLD (good level of development) which is the end of Foundation Year expectation.

Year 1

- The pupil premium group of children performed better than the rest of the cohort as all five children passed the Phonics Screening Check, however their average score was slightly lower.

KS1

- Outcomes are similar for reading. The pupil premium group performed slightly less well in maths and significantly less well in writing. There is also a significant difference in the percentage of children who achieve 'at or greater depth' in reading, writing and maths.

KS2

- Outcomes for children from the pupil premium group are slightly higher than the rest of the cohort in writing. They performed less well in reading (11.5% gap) and significantly less well in maths (25.9% gap).
- Less children from the pupil premium group achieved 110+ (greater depth) in reading, writing and maths. The gap was greatest in maths.

Pupil Premium Progress Report (over the year) – July 2017

Reception (Foundation Stage)

- The pupil premium group made greater progress in the prime areas of learning. They made the same progress in maths and less progress (7%) in Literacy.
- Progress of the pupil premium group was successfully accelerated in the prime areas of learning which would have enabled more children from this group to make progress in literacy and maths.

Year 2

- Expected progress (6 steps) is similar when comparing the pupil premium group with the rest of the cohort. Progress is weakest in maths.

Year 6

- Children from the pupil premium group made greater progress in reading (9.8%) and writing (71%) when compared with the rest of the cohort. They made 9.5% less progress in maths.

Summary

- Pupil premium children made similar progress when compared to the rest of the cohort. Literacy is an area for development in Foundation Stage and Maths is an area for development in KS1 and KS2.

Outcomes for FSM and Service Children Report – July 2017

Foundation Stage

- 15.9% less FSM children achieved a good level of development (GLD) when compared to the rest of the cohort.
- Service children performed at the same level as the rest of the cohort with 71.4% achieving GLD

Action

- Identify which children performed less well and intervention to be provided next year to accelerate their progress.

- Intervention to be carefully monitored and adapted as needed.

Phonics Screening Check – Y1

- All FSM and Service Children passed the phonics screening check. The average score for FSM children was similar to that of the whole cohort.

Action

- Continue with careful monitoring of progress of phonics in Year 1 together with completion of past papers so that teaching and intervention can be targeted according to weaknesses.

Year 2 – KS1 Outcomes

- All service children are working at or at greater depth in reading. FSM performed less well, particularly in reading and writing.
- No FSM children are working at greater depth. More service children are working at greater depth in reading and writing, and slightly less in maths.

Action

- Identify which children performed less well and intervention to be provide next year to accelerate their progress
- Intervention to be carefully monitored and adapted as needed.

Year 6 – Key Stage 2 Outcomes

- Reading outcomes for service children are below the whole cohort by 16.7% and outcomes for FSM children were significantly below the whole cohort by 41.7%.
- 50% of service and FSM children were at expected level in writing which is below the whole cohort percentage of 70.4%.
- 18.5% more service children achieved the expected level of above in maths and 14.8% less FSM children when compared to the rest of the cohort.
- No FSM children are working at greater depth. More service children are working at greater depth in reading and writing when compared with the rest of the cohort and the same amount of children are working at greater depth in maths.

Pupil premium focus for next year, across all year groups

Careful half termly monitoring of the progress of pupil premium children and provision in place which in class and if targeted for intervention.

- Pupil premium forms completed by teachers
- Half termly pupil progress reports completed by teachers
- Lesson and intervention observations
- Book monitoring

Pupil Premium Development Plan 2017-2018

OfSTED: 1. Leadership and Management 2. Quality of Teaching, learning and Assessment 3. Personal Development, Behaviour and Welfare 4. Outcomes for Pupils

Expected impact (success criteria)		OfSTED criteria	RAG	Evaluation	
The gap between KS1 and KS2 outcomes for children from the FSM and Ever6 group is further diminished.		2, 4	Orange (gaps are diminishing, but not consistently across the school)	Autumn term progress data analysis - Overall, more FSM6 pupils are making expected or above this year compared to progress during the previous school year. There is also an increase in the percentage of pupils making accelerated progress. Autumn term attainment – comparison with attainment at the end of the last year. This shows that some children are currently working at a higher level when compared to July 2017, but that some have slipped back. Teachers looked at each individual pupil premium child's attainment comparison during the Inclusion Staff Meeting on 30.1.18. They identified what is being done for children who are not on track and were also asked to identify any pupils on track, but could be targeted to achieve more highly.	
All of the teaching and midday team have a better range of strategies to support the needs of children with emotional needs.		3	Orange (two out of three training sessions delivered)	Training has been delivered and staff now have an increased understanding of reasons behind challenging behaviour presented by children and strategies to support children with emotional needs.	
Interventions to meet identified needs are researched and costed ready for the next budget bid.		1	Green	Training for 1 st Class@ number is available for £775. A course for the KS1 and KS2 version of this intervention would be ideal which would make the total cost of £1550. If this is not possible then just the KS1 course could be prioritised for the next financial year. Training for Becoming 1 st Class@number has been funded out of the inclusion budget for this year (£775) ready for implementation in September 2018.	
Objectives / Actions	Resources (inc. time & money)	Lead	Timescale	Monitoring (evidence to be gathered, & how, to assess impact; reporting to HT/govs)	Evidence of Impact
HLTA delivery of intervention and in class differentiation to ensure that PP children are targeted to make accelerated progress to meet expected levels or, for higher performing pupils, exceed expectations. <ul style="list-style-type: none"> KS2 phase leaders to lead HLTA intervention. Class teachers to lead class based differentiation Inclusion lead to monitor, ensuring that children who did not make expected progress the previous year are targeted and that some children are targeted to make accelerated progress. 	TAs / HLTAs	Inclusion Leader	Half termly review	Lesson observations Learning walks Lesson 'drop ins' Book monitoring and pupil voice Data analysis Pupil progress meetings	Monitoring of targets set at the start of the year, progress made during the previous year and whether pupils should be targeted for accelerated progress for all pupil premium pupils. This has been shared with teachers and is discussed during feedback after 'drop in' lesson observations. Focus of lesson observations during the first half of the spring terms was quality first teaching. From this use of clear models has been identified as a staff development need.

<p>Termly pupil premium updates during inclusion teacher staff meetings.</p> <ul style="list-style-type: none"> Autumn Term – Data from previous Year, priorities for current year and recap of pupil premium groups and what funding is for Spring Term – Pupil premium form review, including models of good practice and data review Summer Term – End of year headlines and transition 	3 Teacher staff meetings	Inclusion Leader	Termly	Pupil premium forms Staff meeting Inclusion updates	<p>Autumn inclusion update for teachers – data from the previous year shared with staff (gaps between attainment of FSM pupils and the rest of the cohort) and that the focus this year is to narrow the gap, or diminish the difference further.</p> <p>Pupil premium forms completed for transition (July 2017) monitored and used to inform new forms completed by class teachers in December 2017.</p> <p>Analysis of progress over the Autumn term compared to the previous year: Overall, more FSM6 pupils are making expected or above progress this year compared with progress last year. There is also an increase in the percentage of pupils making accelerated progress.</p> <p>Analysis of attainment at the end of the Autumn term: Data was mixed across the school. This data was used to inform the focus of the Spring term inclusion update for teachers. Each class teacher was presented with data for attainment at the end of the Autumn term compared with attainment at the end of last year for each FSM6 pupil in their class. Teachers identified what is in place for pupils who are not within the same attainment band (e.g. on track, above) and also to consider whether any pupils can be targeted for accelerated progress (e.g children within the risk group or targeted to move to above age related expectation). Quality first teaching criteria was also shared and discussed during the Spring term inclusion update for teachers.</p>
<p>Deliver training to support the teaching and midday team understanding of how best to support children with emotional needs.</p> <ul style="list-style-type: none"> Positive Behaviour Support (PBS) Training - Dr Julia Gale (Clinical Psychologist, Cambridge Clinical Psychology Services Limited) for teachers and plan for priorities in terms of how to use clinical psychology resources being offered. 	1 teacher staff meeting Additional hour pay for Midday supervisors	SENCo / Inclusion Leader / Lead Inclusion Worker	Autumn Term and Spring 1	Training feedback Impact on children	<p>PBS training delivered to class teachers. This was an opportunity for revision of Maslow's Hierarchy of Needs and positive behaviour management strategies.</p> <p>It has been challenging to arrange FBA training for the midday team, due to capacity within Send Specialist Services. This will be reconsidered for the Summer term.</p> <p>Jenny Gibbs delivered attachment training for all staff on 20th February 2018. This training enabled staff to have</p>

<ul style="list-style-type: none"> PBS training or Functional Behaviour Assessment training (FBA) for midday supervisors. Attachment training. Jenny Gibbs attending a course on 2/10/17 and training for the teaching and midday teams to be planned for Autumn 2. 	to complete training. Possible additional teacher staff meetings.				greater understanding of reasons behind challenging behaviour presented by children and strategies to support children with emotional needs. Another session will be arranged for staff who were not in work due to illness or not able to be released from class.
<p>Review resources to support mental health needs of pupils.</p> <ul style="list-style-type: none"> Research MindEd resources Research Blue Smile resources 	Inclusion Lead and HLTA time	Inclusion Leader and Lead Inclusion Worker.	Spring 2	Reports on resources available, cost and recommendations.	Lisa Cooper and Jenny Gibbs attended a CAMH course on 21.11.17. Material from this course together with MindEd and Blue Smile resources will be used to plan training to be delivered during the Summer term.
<p>Ensure that interventions in school are being used effectively and meet the needs of the children.</p> <ul style="list-style-type: none"> Monitor interventions in place to ensure they are having impact. Review interventions available in school, but not being used – plan delivery of training if needed. Identify gaps in resources to support identified needs (e.g. maths) and research possible interventions, including purchase, training and delivery costs 	Inclusion Lead and SENCo time	Inclusion Lead / SENCo	Spring 2 – plan for training and resource needs	Half termly monitoring of interventions	<p>Pera assessments completed to measure progress of pupils in Project X Code intervention. Grouping reviewed and an additional group implemented. HLTA delivery of this intervention is being supported by Lisa Cooper.</p> <p>Some HLTA intervention groups were very large and not focused enough. Belinda Pettitt (SENCo) provided guidance to phase leaders on criteria for effective intervention. Phase leaders reviewed intervention for the Spring term and groups are now usually 4 – 6 pupils rather than 10 plus.</p> <p>Observation of interventions completed 1.2.18. Feedback / action points given to HLTAs / phase leaders.</p> <p>A teacher and teaching assistant are due to start training for 'Becoming 1stclass@number on 23rd February 2018. This is a research and evidence based intervention to support children who are not working within age related expectation in maths when they enter Year 1. The training will be completed before the end of the Summer term so that the intervention can be implemented for September 2018.</p>