



Pupil Premium Grant Expenditure: 2016 /2017

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

- In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.
- For pupils from low-income families in non-mainstream settings, it is for the local authority to decide how to allocate the Pupil Premium. For instance it could be allocated to the setting where they are being educated, or held by the local authority to spend specifically on additional educational support to raise the standard of attainment for these pupils. The authority must consult non-mainstream settings about how the Premium for these pupils should be used.
- Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families. The school's OfSTED Report in May 2013 stated that Governors 'manage the budget effectively and recognise their responsibility to make sure that pupil premium funding is used to raise the achievement of the pupils for whom it is allocated.'

School Context Academic Year	Number of pupils Eligible for Funding*	Total Pupil Premium Funding
2011-12	106	£33,862
2012-13	115	£49,601
2013-14	100	£64,349
2014-15	101	£71,733
2015-16	91	£72,235
2016-17	85	£73,380

Nature of support 2016/2017

Our objectives in spending the grant were:

- Targeted strategic support and plans to improve outcomes for children who were potentially vulnerable and therefore improve outcomes in both academic and social aspects of school life for pupils.
- To narrow the gap and ensure that pupils consistently stay ahead or in line with the school, LA and National trends.

In 2016-17, the school received £73,380 in Pupil Premium funding. The majority of this money, 47%, was spent on teaching assistant support for inclusion, transition, pastoral care and support for learning (Play Club, Drawing and Talking, Therapeutic Music, Sensory Circuits, Maths and Literacy intervention programmes). 17% was spent on teachers who ran 1:1 and small group tuition and booster groups; all of the pupils in the FSM6 groups in upper KS2 benefited from these groups last year. 8% was used to partially pay for a SEN teacher since Pupil Premium children make up just over 50% of the pupils on our SEND register. 15% was spent on leadership monitoring, staff training and developing the use of Target Tracker across the school and provision of administrative support during the school holidays..

13% was spent on subsidising Music tuition, day and residential trips, attendance at clubs and uniform grants for pupils eligible for free school meals.

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.

(Ofsted Report January 2017)

FSM6 (Pupils in receipt of free school meals and 'Ever 6' children i.e. pupils who have claimed free school meals within the last 6 years)

KS1
There were 7 FSM6 children in Y2 last year which was 11% of the cohort. Attainment for this group was not as high as the cohort overall. Gaps in attainment narrowed in some areas.

KS2
There were 11 FSM6 children in Y6 last year which was 20% of the cohort. Although attainment for this group was not as high as the cohort overall the gaps had narrowed from 2015-2016.

Attainment of Pupil Premium Children 2016-2017 (this data includes Service Premium and FSM6 children)

The following data includes Service Premium and FSM6 children and is a summary of teacher assessments at the end of the Summer Term 2017.

Year Group	% meeting or exceeding age related expectations in reading	% meeting or exceeding age related expectations in writing	% meeting or exceeding age related expectations in maths
Year 1	33	17	33
Year 2	42	28	35
Year 3	37	37	45
Year 4	37	18	43
Year 5	30	14	38
Year 6	58	40	40

Service Children

Just over half (51% in 2015/16) of children in receipt of Pupil Premium funding at Brampton are Service Children.

The support that was put in place for Service Children, including support for transition and emotional well-being was largely effective in enabling them to make good progress and to attain well in relation to their peers.

The attainment of Service Children at the end of KS1 was above the average for the cohort in Reading, Writing and Maths. At the end of KS2 the attainment was in line with the rest of the cohort in Reading and Writing and above in Maths.

In the Year 1 Phonics Screening Check Service Children performed better than the rest of the cohort as a whole.

Measuring the impact of PPG spending

Progress is measured for all children at the end of each term against the targets set for the end of the year.

Evaluation is focused on academic gains and how pupils' self-confidence has developed as a consequence of the interventions and support. Enabling children to participate in all areas of the curriculum, eg educational visits, music workshops and swimming, is more difficult to measure but adds so much to their confidence and ability to work with their peers.

Curriculum focus of PPG spending 2017/18, including Service Premium

- Funding for additional teachers to work alongside groups and 1:1.
- Supporting educational trips, extra-curricular activities and class visits.
- Continued staff release to enable closer liaison between the school, Service Families and MoD staff.
- Teaching assistant support for inclusion, transition, pastoral care and support for learning (Play Club, Drawing and Talking, Therapeutic Music, Sensory Circuits, Homework Club, Maths and Literacy intervention programmes).
- Funded Inclusion Worker to support vulnerable children and liaise with families.
- Training for staff in Phonics and Maths interventions, for example, Project X Code.
- Use of Accelerated Reader to support reading.
- The cost of a transition mentor and support for children from service families moving to and from the school will also be met from pupil premium funding.
- Administrative support during school holidays for service families moving at short notice will also be met from pupil premium funding.

Progress will be measured throughout the year in pupil progress meetings and data analysis by the Leadership team will be looked at closely by Governors. Each child has a Pupil Premium Record sheet to record progress and interventions. These are monitored by our Inclusion Lead.