

Bratton Fleming CP Primary School

PUPIL PREMIUM STRATEGY 2016/2017

The Pupil Premium is money allocated to the school to specifically ensure better outcomes for children who are or have been on Free School Meals, Armed Service family children, adopted children and children who have been looked after continuously for more than six months. At Bratton Fleming, we have:

		No of pupils	Budget
2015/2016	PP – FSM (£1320 per pupil)	16	£21120
	PP – services (£300 per pupil)	2	£600
	PP – adoption (£1900 per pupil)	1	£1900
Totals		19	£25,714
2016/2017	PP – FSM (£1320 per pupil)	12	£15,840
	PP – services (£300 per pupil)	1	£300
	PP – adoption (£1900 per pupil)	3	£5700
Totals		16	£21,840

Year group	No of PPP in 2016/2017
Rec	1
Y1	3
Y2	1
Y3	4
Y4	2
Y5	3
Y6	1

Therefore, the school has received **£21,840** (based on FSM Register at Annual Census) for 2016/2017 to find creative ways to support PP children to enjoy their learning and fully engage in school life.

Staff and Governors need to ask the following questions:

- How well do our PP children achieve? How well is their progress and attainment tracked?
- How good is the overall personal development and well-being of the children?
- How well are additional learning needs of children diagnosed and provided for?
- What opportunities do they have to develop self-confidence and to work in teams? How well is equality of opportunity and inclusion promoted?
- How effectively do we make links with parents, other providers, services and organisations to promote the integration of care, education and any extended services to enhance learning and promote well-being?

When deciding how to spend our pupil premium grant, we need to look at the potential barriers to learning faced by pupil premium pupils in the context of our school. The reasons for underachievement are many and varied and include; low aspirations, narrow experience of life outside school, less support from home; social and emotional difficulties due to complex family situations or behaviour difficulties. Each child entitled to the pupil premium grant is unique in their situation and our response to their needs reflects this.

Barriers to future attainment for pupils eligible for PP

In-school barriers:

1 children eligible for pupil premium has SEND

1 PP has learning difficulties

53% children eligible for pupil premium are affected by social, emotional and mental health issues.

External barriers:

3 children eligible for pupil premium are impacted by family issues requiring support from other services

A lack of aspiration from parents and carers impacts a number of children eligible for pupil premium.

With this in mind, at Bratton Fleming we aim to build the capacity and expertise to enable us to provide a highly personalised programme of support in order to allow each child to reach his/her full potential.

Our key objective in using the pupil premium grant is to narrow the attainment and achievement gap between those entitled to pupil premium and those not. There is a pattern, of pupil premium pupils doing better than other pupil premium pupils nationally but not as well as those who are not entitled to the pupil premium grant. We aim to narrow and even remove this gap.

We will ensure that:

A high profile is given to Pupil Premium Pupils

All staff are accountable for the progress of Pupil Premium children

The progress and attainment of all pupils at Bratton Fleming is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans. We also make use of educational research in order to decide how best to spend our funding to maximise the opportunities for our pupils.

Pupil Premium Strategy September 2016 – August 2017

Pupil premium used for:	Amount allocated	New or continued	Summary of the intervention/action	Intended outcomes	How impact is to be measured?	Impact and how barriers to learning are addressed
Learning in the curriculum						
TA training	£2800	Continued	To continue to provide training and supervision for TA's undertaking interventions as a result of PP funding eg counting to calculating, Project X	High quality and effective interventions mean that PP children are closing the gap with their peers and with national non PPP Training supports and develops staff so they can meet the needs of PPP	Rates of progress and attainment of PPP Staff feel confident to deliver interventions	TA staff have greater phonics understanding and more confidence to teach this area. Other training received – KS1 writing, maths support for calculation
TA support in Thrive	£1900	Continued	To provide emotional and social support to vulnerable pupils Implementation of Thrive action plans	Targeted pupils show appropriate behaviours for learning and progress data indicates improved achievement	Monitor progress of individual/whole class Thrive action plans. All pupils make good progress, behaviour logs decrease, attendance improves, parent feedback positive about impact	7 PP children received Thrive at least once per week. Confidence and ability to talk through problems greatly increased.
TA's to deliver literacy and numeracy intervention programmes	£5700	Continued	To provide additional support to accelerate pupil's skills in literacy and numeracy.	Intensive support given to individual/ groups x times per week for x minutes.	Pupils progress accelerates and gap closes	Pre teach programme for maths ensures relevant pupils are more engaged in their learning Success in arithmetic shows good progress from baseline to end of term assessments.
Educational Psychologist	£3200 (Independent)	Continued	To offer support and training for pupils with complex needs/behaviour problems. To attend meetings with parents and other agencies. To support behaviour	Pupils make progress in line with their peers and close the gap where necessary.	Pupil progress, behaviour logs, attendance, parent feedback EP reports and reviews Behaviour programme is	6 PP children seen over the year. Effective children's support implemented more quickly and successfully. Other agencies involved more quickly due to sign

			programme.		successful.	posting from EP.
Speech and language therapist	£1900 (Independent)	Continued	To continue to provide programmes of language support for those children identified as needing extra help	Pupils speech and language improves, allowing them greater access to all areas of the curriculum and improves self esteem.	Progress from screening/ baseline	3 PP children received support from speech therapist and made good progress with their speech programme
Nessy	£200 (1 year license for 20 users)	New	An online programme to help dyslexic pupils with their reading and spelling	Pupils close narrow and close gaps with their peers.	Do the children who failed the Y1/ Y2 phonics pass the re take? What % of PPP pass the phonics check? Are we closing the gap?	Pupils with identified reading/ spelling needs given extra opportunities to use Nessy. 1 out of 2 PPP from KS2 showing good progress with spelling.
To encourage all PPP to participate and have access to clubs, enrichment activities, educational visits and residential trips	£1300	Continued	Pay for Jiggly Wrigglers and support families with the costs of residential and clubs.	Improving participation and engagement of PPP in wider school life, overcoming barriers.	Number of PPP who participate in clubs, trips etc	Full attendance at all KS2 residential – financial support given
1:1/ small group maths support	£2600	New	Maths tuition for able Y5/6 pupils	Pupils have depth of knowledge of maths concepts and can apply them in a variety of situations	Pupils make better than expected progress as seen in end of year data	1 out of 2 PP children in Y5/6 made expected progress
1:1 reading support	£1800	Continued	Early intervention for struggling readers	Pupils supported and encouraged to make progress with their reading through concentrated reading lessons	Pupils achieve ARE	3 PP children received this support and made good progress
Families and communities						
A4A meetings/ structured	£400 for supply	Continued	To provide opportunities for teachers to attend A4A	Improving participation and engagement of PPP in the	Rates of progress	A4A pupils during year are showing a greater

conversations			meetings and with support staff to meet with families.	wider life of school and in their own personal development.	Attendance	confidence, able to manage behaviour better, developing positive attitudes to learning. The opportunities to share and talk about achievements very valuable. Parents are able to have open conversations and be part of the action planning process.
Ensure that parents and families are aware of how to apply for FSM etc.	No cost	Continued	Letters sent out each term and reminders put in newsletters.	Improved uptake of PP compared to 2015/2016		Letters and e mails sent out. Information posted on website.