

# Pupil premium strategy statement

## 1. Summary information

<b>School</b>	Braunston CE Primary				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£37,736	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	202	<b>Number of pupils eligible for PP</b>	33 (16%)	<b>Date for next internal review of this strategy</b>	July 2020

## 2. Current attainment

End KS2 2019	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	33% (1/3)	65%
<b>% making progress in reading</b>	33% (1/3)	73%
<b>% making progress in writing</b>	33% (1/3)	78%
<b>% making progress in maths</b>	67% (2/3)	79%

## 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	All pupils accessing high quality first teaching to improve progress and attainment in all subject areas ( focus reading)
<b>B.</b>	Some pupils are starting from a low baseline, working below age related expectations and/ or have gaps in their learning
<b>C.</b>	Some pupils have a dual barrier to learning of SEND including SEMH and low self esteem, impacting on their learning

### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Some pupils do not have access to resources to experience wider life opportunities, first hand experiences and therefore a broad and balanced curriculum
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## 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Quality first teaching to meet the needs of all pupils to ensure that Pupil Premium pupils to enable improved progress and attainment	<ul style="list-style-type: none"> <li>Evidence of CPD implemented in teaching</li> <li>Diminished gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths</li> <li>PIRA , PUMA and GPS assessments to show progress over time (standardised scores)</li> </ul>
<b>B.</b>	All Pupil Premium pupils make at least expected progress from their starting points	<ul style="list-style-type: none"> <li>Evidence of CPD implemented in teaching</li> <li>Diminished gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths</li> </ul>

		<ul style="list-style-type: none"> <li>• PIRA , PUMA and GPS assessments to show progress over time (standardised scores)</li> </ul>
<b>C.</b>	Pupil Premium pupils with an additional SEND barrier(24% - 8/33) are identified and receive the appropriate support needed to make at least expected progress from their starting point. Pupils will have also been supported to help manage their social, emotional and mental health needs plus improve their low self esteem so that they are able to focus on their academic outcomes.	<ul style="list-style-type: none"> <li>• Pastoral support and nurture access to support SEMH needs and improve low self esteem</li> <li>• PIRA , PUMA and GPS assessments to show progress over time (standardised scores) or an alternative progress measure if appropriate</li> </ul>
<b>D.</b>	All pupils are ready for learning as their basic needs are being met and they are able to access and experience wider life opportunities and first hand experiences and will make at least expected progress from their starting points.	<ul style="list-style-type: none"> <li>• Pupil Premium pupils have equal access to all extra curricula opportunities (including music lessons), residential and revision guides/study books provided</li> <li>• Diminished gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths</li> <li>• PIRA , PUMA and GPS assessments to show progress over time (standardised scores)</li> </ul>

## 5. Planned expenditure

Academic year

2019-2020

The three 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?
Quality first teaching consistently good and better to meet the needs of all pupils to ensure that Pupil Premium pupils make at least expected progress from their starting points	Incorporate Tom Sherrington's: <u>'Rosenshine's Principles in Action'</u> into teaching practice Attend PDET quality first teaching CPD Follow up staff meetings	Tom Sherrington's: <u>'Rosenshine's Principles in Action'</u>	Part of the Academy Improvement Plan and monitoring and evaluation schedule	HT SLT All staff	termly
All Pupil Premium pupils make at least expected progress from their starting points	Continue small group provision for all children tailored to the gaps in learning using data analysis, AFL and AOL more precisely informed through progress meetings where gaps are identified and additional learning targeted (Y6 and Y5: supported by SLT)	EEF evaluated 'Small group tuition' as moderate impact (4+ months)	monitoring and evaluation schedule will continuously evaluate provision pupil progress meetings	HT SLT All staff	termly
<b>Total budgeted cost</b>					£27,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Pupil Premium pupils with an additional SEND barrier are identified and receive the appropriate support needed to make at least expected progress from their starting point. Pupils will have also been supported to help manage their social, emotional and mental health needs plus improve their low self esteem so that they are able to focus on their academic outcomes.</p>	<p>Pastoral lead to be enrolled on Emotional Literacy Support Training (ELSA)</p> <p>Staff to be trained in mental health first aid</p> <p>Lunchtime nurture provision to be provided for those children who find lunchtimes challenging, enabling a positive start to the afternoon's learning</p> <p>To continue to deliver Drawing and Talking Therapy to help pupils manage their SEMH needs as an Early Help intervention</p> <p>To deliver Zones of Regulation sessions as supported by SEND Support Service</p> <p>School to continue to work alongside Educational Psychology Service as part of TAMHS Project</p> <p>Pastoral lead to provide specific, related interventions for identified pupils with mental health, social and emotional learning</p>	<p>Pupils need to have basic emotional and mental health needs met before they are ready (physically, emotionally and mentally) to learn.</p> <p>EEF evaluated 'Social and Emotional Learning' as moderate impact (4+ months)</p> <p>EEF guide to Pupil Premium: For pupils with Special Educational Needs, deprivation is likely to be part of the broader context for many of the school's families</p>	<p>Progress checks Wellbeing checks Pupil and Parent voice</p> <p>Review/ monitoring cycle Barriers matrix to be completed, updated and reviewed termly</p> <p>Leuven scale to be reviewed termly</p>	<p>DHT/ Pastoral Lead Class teachers</p>	<p>Ongoing monitoring cycles – termly reviews</p>
<b>Total budgeted cost</b>					£7941
<b>iii. Other approaches</b>					

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?
All pupils are ready for learning as their basic needs are being met and they are able to access and experience wider life opportunities and first hand experiences and will make at least expected progress from their starting points.	All disadvantaged children will have equal access to the school's extra curricula opportunities, residentials and visits designed to enrich the learning of all pupils, regardless of any financial hardship that a family may experience	All pupils need to be exposed to cultural opportunities, visits linked to the curriculum and residential opportunities in order to build their self esteem and allow them the same starting point with wider life opportunities as their peers. EEF evaluated 'Social and Emotional Learning' as moderate impact (4+ months)	Reviewing programme of trips and attendance Specific targeting of pupils	All staff	Yearly
<b>Total budgeted cost</b>					£2795

6. Review of expenditure				
Previous Academic Year		2018 - 2019		
i. Quality of teaching for all				
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
Improved progress for all children in reading	Programme of CPD for Text Detective Reading and Comprehension skills	<p>33% (1/3) of children eligible for PP achieved age related expectations in the Y1 phonics check.</p> <p>% of children eligible for PP in Y2 and Y6 are working at least at the expected standard for their age.</p> <p>Y2: 33% (1/3) Y6: 33% (1/3)</p>	<p>Yes, programme of CPD to continue</p> <p>Despite not meeting age related expectations children made significant progress and were only just below the benchmark.</p>	£30696
Improved progress for all children in maths	Programme of CPD for further improving understanding of Concrete Pictorial Abstract (CPA) approach with a focus on fluency in arithmetic	<p>% of children eligible for PP in Y2 and Y6 are working at least at the expected standard for their age in maths.</p> <p>Y2: 100% (3/3) Y6: 67% (2/3)</p>	<p>Yes, programme of CPD to continue.</p> <p>Despite not meeting age related expectations children made significant progress and were only just below the benchmark.</p>	

**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
Continue success in phonics in Year 1 and improve phonic knowledge (and thus the ability to access texts) by targeted children.	Targeted phonic intervention in Year 1 and in small pockets across the school through 121 and small group provision for targeted children.	33% (1/3) of children eligible for PP achieved age related expectations in the Y1phonics check.	This approach to continue across the whole school.	Included as above
Enable children to receive targeted support to diminish the difference in their learning.	One to one tuition and small group provision for PP children across the School tailored to the gaps in their learning.	Evidence of some academic impact. Staff report that pupils' confidence had also improved when approaching their learning.	Continue small group provision for all children tailored to the gaps in learning using data analysis, AFL and AOL more precisely informed through progress meetings where gaps are identified and additional learning targeted (Y6 and Y5: supported by SLT)	
Improved metacognition, self regulation and impact positively on social and emotional needs	School to work with Educational Psychology Service as part of the TAMHS Project	Children have been developing skills to think about their own learning and have specific strategies to support metacognition, self-regulation and social and emotional needs with the support of the pastoral lead. Staff report that through the support of the pastoral lead that pupils' self esteem and attitude to learning	ongoing	

### iii. Other approaches

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
Barriers to learning are removed Positive academic outcomes for all children	Reframe the curriculum so that all children have the cultural capital to draw on and to give them an equal advantage in life	All children given equal opportunities to access essential knowledge provided by provision of books and study guides in order to access positive academic outcomes.	This approach to continue as the curriculum continues to be reframed.	£2904
Increased educational engagement and attainment.	Children to be encouraged to participate in a range of enrichment activities	Financial support has been provided for eligible families to ensure that pupils are able to access extra- curricula clubs, trips, residential visits and music lessons that are on offer to all pupils but they would not be able to participate in, without financial support, due to financial hardship.	Yes, this approach to continue.  Staff to continue to identify pupils eligible for Pupil Premium for enrichment opportunities.	