



Pupil premium strategy statement 2018/19

1. Summary information					
School	Bramley Vale Primary School				
Academic Year	2018/19	Total PP budget	£46500	Date of most recent PP Review	n/a
Total number of pupils	156	Number of pupils eligible for PP	35	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
KS1 – There were 3 eligible pupils (though were not eligible for testing) KS2- There were 10 eligible pupils	<i>Pupils eligible for PP (National average for all)</i>	<i>All pupils (National average for all)</i>
% achieving age expected or above in reading, writing and maths at Y2/ Y6	KS1 0% (%) KS2 60% (64%)	KS1 67% (%) KS2 79% (64%)
% achieving expected standard in reading	KS1 0% (%) KS2 80% (75%)	KS1 72% (%) KS2 89% (75%)
% achieving expected standard in writing	KS1 0% (%) KS2 60% (78%)	KS1 67% (%) KS2 79% (78%)
% achieving expected standard in maths	KS1 0% (%) KS2 80% (76%)	KS1 72% (%) KS2 89% (76%)

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>	
	Oral language skills in Nursery and Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.

	15/35 43% of pupils who are disadvantaged also have special educational needs which can also have an impact on attainment.	
	Many disadvantaged children also have social and emotional difficulties and are more at risk from exclusion.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance of children in receipt of pupil premium is currently below that of the total attendance and was significantly lower than the other pupils last year.	
E.	Poverty related issues eg. not having the money for food, uniform, school trips etc.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	Improve speech and language skills for pupils eligible for PP in Nursery & Reception class.	Pupils identified early using ECAT programme (Deputy is ECAT (ELKLAN) trained and has passed on some skills and knowledge to the Reception teacher too so she now has a lot of experience). Activities carried out with pupils who need extra support with speech and language. Referrals to speech and language service. Good progress or accelerated progress for those who are receiving extra support. A half-termly review of the children which is fed back to parents to encourage more parental interaction.
	Ensure support is in place for those pupils who are both disadvantaged and SEN to ensure that they have the best chance of making good progress and attainment.	Tracked (and identified as soon as falling behind) Support in class and through interventions (on provision map) Individual support plans Teachers carrying out focused learning conferences with these pupils half-termly which is fed back to parents. Tracking shows good progress
	Support children who need to develop their social and emotional difficulties.	Children have access to support through various ways eg. Listening Ear (counselling support for low level mental health issues, such as anxiety, sadness etc). Access to a nurture group (set up Jan 2017). Access to a 'safe adult' (children have an allocated adult who they can go to talk to). Access to programmes to develop confidence and self-esteem such as Forest Schools and sports leaders. Referrals to various services such as behaviour support, educational psychologists, school health, MAT and/or starting point.
	Improve attendance of pupils eligible for pupil premium.	Individual plans for those who need support to attend school regularly. Those eligible attending breakfast club to improve punctuality and attendance. Referral to MAT where parents need further support to ensure their child/children attend school. Regular monitoring and meeting with parents to offer further support eg. School nurse. Home visits. Fining parents as a last resort.
	Help support children and families who are affected by poverty so that children are less affected by these issues.	Children are wearing appropriate clothing and footwear. Children are not hungry. Children have access to the same opportunities as their peers. We support with this in various ways eg. support for breakfast club/trips

5. Planned expenditure					
Academic year	2018/19				
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?
A. Improve speech and language skills in the foundation stage	We assess all the children on entry to nursery and put in place the relevant support. Each year we have made sure that the ratio of staff to children is high so that there are enough staff to support in class.	By having high level adult support, teaching can be carefully planned to ensure that the children are being regularly assessed so that the next steps in their development can be put in place.	Lead is the deputy head who is also the lead in the FU. She is responsible for ensuring the staff are well trained and informed and she organises the interventions.	Deputy Head	Reviewed each term for effectiveness. Assessments made to check impact.
B. Ensure support is in place for those pupils who are both disadvantaged and SEN to ensure that they have the best chance of making good progress and attainment.	TA to support the children in the classes where there are children with SEN and in receipt of PP. Mainly to support with English and maths but also pastoral support.	That there is enough adult support so that the teaching can be aimed at specific groups and needs eg. Team teaching, guided reading etc.	Headteacher and SLT monitor the provision in classes and have a termly monitoring timetable.	Head	Reviewed each term with teachers and TAs.
Total budgeted cost					£15,000
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?

<p>A. Improve speech and language skills in the foundation stage</p>	<p>We assess all the children on entry to nursery and put in place the relevant support. This year we have made sure that the ratio of staff to children is high so that there are enough staff to run interventions.</p>	<p>There is evidence to show that early intervention can make 5 months progress (EEF toolkit). By intervening early we are increasing the chances of the children catching up to their peers before the end of the FS. Also, they are less likely to develop reading and writing difficulties.</p>	<p>Lead is the deputy head who is also the lead in the FU. She is responsible for ensuring the staff are well trained and informed and she organises the interventions.</p>	<p>Deputy Head</p>	<p>Reviewed each term for effectiveness. Assessments made to check impact.</p>
<p>B. Ensure support is in place for those pupils who are both disadvantaged and SEN to ensure that they have the best chance of making good progress and attainment.</p>	<p>Each child who has SEND and is PP has an individual support plan and is also identified on the provision map. Then depending on the need each child receives individual and/or group support. The main interventions are:</p> <ul style="list-style-type: none"> ✓ Catch up Literacy/Numeracy ✓ ECAT Spelling programmes ✓ Comprehension programmes ✓ Booster classes ✓ Read/Write phonic groups ✓ Talkboost ✓ One-to-one tuition ✓ Early morning reading ✓ Reading buddies <p>Half-termly conference for all PP pupils with their class teacher which is reported back to parents.</p>	<p>Each child who has SEND and PP needs specific targeted support to ensure that they make good progress. All interventions are checked through EEF toolkit to see if they have impact on progress eg. Catch-up Literacy and Catch-up numeracy.</p> <p>The staff running interventions fill in an impact sheet and this is sent to the SLT to analyse.</p> <p>By talking to their teacher termly, any issues can be rectified and extra support put in. It should also encourage more parental involvement which should help with progress.</p>	<p>The head tracks and monitors KS2 and the deputy tracks and monitors EYFS/KS1.</p> <p>SLT to monitor.</p>	<p>Head and Deputy</p> <p>Head and Deputy</p>	<p>Every term through pupil progress data both from the TAs who are running interventions and from the class teacher on progress in class.</p> <p>Accelerated progress and happier pupils</p>

C. Support children who need to develop their social and emotional difficulties.	<ul style="list-style-type: none"> ✓ Learning mentor support for children with friendship difficulties. ✓ Listening Ear ✓ Nurture group (from Jan 17) ✓ Safe adult allocation ✓ The hangout ✓ Forest Schools <p>We are developing a sensory room this year too.</p>	EEF say that social/emotional interventions and behaviour interventions can have on average 4 months impact on progress. The interventions mean that children are happier and able to concentrate better in class. Their behaviour also improves.	The head tracks the interventions. TAs in listening ear do before and after assessments.	Head and TAs	Every term through pupil progress data both from the TAs who are running interventions and from the class teacher on progress in class.
Total budgeted cost					£25,000
iii. Other approaches					
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?
D. Increased attendance rates	First day response provision. Breakfast club.	Improved attendance and punctuality will improve progress and attainment. Children who are hungry are distracted, therefore ensuring they eat makes sure they are able to concentrate and learn.	<p>Whole school focus as it is mentioned weekly in assembly with and assembly trophy. Systematic monitoring with letters sent every term. Teachers report any hungry children for referral to breakfast club.</p> <p>Involve MAT team when attendance is persistently low despite school interventions.</p> <p>Rewards for weekly attendance and punctuality through tokens, certificates and 100% reward.</p>	Head	Termly

<p>E.Help support children and families who are affected by poverty so that children are less affected by these issues.</p>	<p>Bespoke support as and when parents show a need. For example, if we think a family needs support with uniform we offer free 2nd hand uniform (good quality and washed). We will also offer to pay for new items of uniform. We have food from fareshare for breakfast club but also offer this surplus food to families who need it (fareshare have approved this practice). Educational visits and residentials are subsidised for children (though this is done sensitively as some parents do not require help and therefore we don't use a blanket approach). Any parent asking for our support financially is either helped through school or through our Multi-Agency Team. Offer cheap or free breakfast club depending on need – there is a referral system for this.</p>	<p>Children's life opportunities are increased and this impacts on their well-being and progress. Children feel that they are not different to other children, consequently raising their self-esteem and confidence. Children who are hungry are distracted, therefore ensuring they eat makes sure they are able to concentrate and learn. Breakfast clubs are proven to have 2 months impact in progress each year. Research: Maslow's hierarchy of needs.</p>	<p>Staff refer any child who is affected by poverty through my concern or by reporting to head.</p> <p>Parents who seek need or show need will be directed to avenues of financial support by the class teacher and the SLT.</p>	<p>Head</p>	<p>Termly</p>
Total budgeted cost					<p>£10,000</p>

6. Review of expenditure				
Previous Academic Year		2017/18		
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
<p>A. Improve speech and language skills in the foundation stage</p> <p>B. Ensure support is in place for those pupils who are both disadvantaged and SEN to ensure that they have the best chance of making good progress and attainment.</p>	<p>We assess all the children on entry to nursery and put in place the relevant support. This year we have made sure that the ratio of staff to children is high so that there are enough staff to support in class. Also the deputy is doing talk for writing research in the cluster. TA to support the children in the classes where there are children with SEN and in receipt of PP. Mainly to support with English and maths but also pastoral support.</p>	<p>The pupils were identified on entry to school and activities were carried out to support the language acquisition of children in the foundation stage. The impact was that 77% of children left nursery with the age appropriate level of speech and language skill (improved from the previous year which was 70%). This has improved for 2 years running.</p> <p>The proportion of children in Reception meeting age expectation who are in receipt of PP improved from 17% to 25%.</p> <p>KS1 N/A due to 3 pupils who were not eligible for testing.</p> <p>In KS2 the percentage of those in receipt of PP meeting their age expectation in RWM was 56% which has improved for the last two years and is now close to being in line with the national average of 61%. However there is still a 19% gap in school as the whole cohort achieved 79% which was well above the National average. However, compared to the national averages for pupil premium children are well above. The National average for PP children was around 46% in 2018.</p>	<p>We are continuously reviewing our practice so that the provision is improved year on year.</p>	
ii. Targeted Support 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

<p>A. Improve speech and language skills in the foundation stage B. Ensure support is in place for those pupils who are both disadvantaged and SEN to ensure that they have the best chance of making good progress and attainment. C. Support children who need to develop their social and emotional difficulties.</p>	<p>We assess all the children on entry to nursery and put in place the relevant support. This year we have made sure that the ratio of staff to children is high so that there are enough staff to run interventions. Also the deputy is doing talk for writing research in the cluster. Each child who has SEND and is PP has an individual support plan and is also identified on the provision map. Then depending on the need each child receives individual and/or group support.</p>	<p>The pupils were identified on entry to school and activities were carried out to support the language acquisition of children in the foundation stage. The impact was that 77% of children left nursery with the age appropriate level of speech and language skill (improved from the previous year which was 70% - this has improved for 2 years running).</p> <p>The proportion of children in Reception meeting age expectation who are in receipt of PP improved from 17% to 25%.</p> <p>KS1 N/A due to 3 pupils who were not eligible for testing.</p> <p>In KS2 the percentage of those in receipt of PP meeting their age expectation in RWM was 56% which has improved for the last two years and is now close to being in line with the national average of 61%. However there is still a 19% gap in school as the whole cohort achieved 79% which was well above the National average. However, compared to the national averages for pupil premium children are well above. The National average for PP children was around 46% in 2018.</p> <p>The impact of the social and emotional support has been successful. These are some of the impacts:</p> <p>Nurture has meant that targeted children are now much more settled in class.</p> <p>Listening Ear has supported children so that they are more ready and able to learn.</p> <p>Breakfast club has helped to get children to school on time and be ready to start.</p> <p>The overall care and support for children with social and emotional difficulties is a strength of the school.</p>	<p>Targeted support is working well. We have a good understanding of collective responsibility.</p> <p>Teachers write their own provision maps, taking ownership for the progress of each of the pupils in their class.</p> <p>TAs write their own intervention impact forms.</p> <p>We feel that pastoral support could still be improved further and are planning a sensory room for this year.</p>	
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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
<p>D. Increased attendance rates</p> <p>E. Help support children and families who are affected by poverty so that children are less affected by these issues.</p>	<p>Bespoke support as and when parents show a need. For example, if we think a family needs support with uniform we offer free 2nd hand uniform (good quality and washed). We will also offer to pay for new items of uniform. We have food from fareshare for breakfast club but also offer this surplus food to families who need it (fareshare have approved this practice). Educational visits and residentials are subsidised for children (though this is done sensitively as some parents do not require help and therefore we don't use a blanket approach). Any parent asking for our support financially is either helped through school or through our Multi-Agency Team. Offer cheap or free breakfast club depending on need.</p>	<p>The attendance for the pupils in receipt of PP was 92% which is 4% below the national average. There are some very specific cases that are being dealt with to ensure that this improves next year.</p> <p>The impact of helping those families who are affected by poverty is that no child feels different, which raises their self-esteem and confidence.</p> <p>The impact is also that the children in receipt of PP have the same opportunities that the other children have.</p>	<p>We realise that we need to do more to support the small minority of pupils who find school difficult. These children need a lot of support to ensure that they attend school each day.</p> <p>We are continuously trying new approaches and will continue to do so.</p>	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.bramleyvale.derbyshire.sch.uk