

Pupil premium strategy / self-evaluation

1. Summary information					
School	Bracken Leas Primary School				
Academic Year	18-19	Total PP budget	£24,620	Date of most recent PP Review	09/18
Total number of pupils	389	Number of pupils eligible for PP	15	Date for next internal review of this strategy	07/19

2. Current attainment		
	<i>Bracken Leas Pupils eligible for PP % achieving expected standard</i>	<i>Bracken Leas Pupils not eligible for PP % achieving expected standard</i>
KS2 Reading	67%	77%
KS2 Writing	100%	79%
KS2 Maths	67%	73%
Combined Reading, Writing and Maths KS2	33%	63%
% making expected progress in reading (as measured in the school)	65%	
% making expected progress in writing (as measured in the school)	58%	
% making expected progress in mathematics (as measured in the school)	65%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Curriculum underachievement: attitudes and behaviour for learning; engagement in school; aspirations and motivation
B.	Social, emotional and behavioural needs: confidence and self-esteem; personal barriers; managing feelings; peer/adult relationships; coping with transitions

C.	Equal access to the wider curriculum	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	Parental Engagement/ Family Support/ Financial barriers	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Higher rates of progress for PP pupils across KS1 and KS2 in Reading, Writing and Maths. Challenge, extension and enrichment of the curriculum for high attaining PP pupils	Pupils eligible for PP make progress in line with other pupils with similar start points and prior attainment. No significant difference in attainment between pupils eligible for PP and their peers. Data analysis half-termly/ targeted academic support/ Individual provision maps.
B.	Improved provision of pastoral support for PP pupils	Opportunities for PP children to support social/ emotional development- Time to Talk; Nurture groups; Designated link staff Nurture groups promote confidence and self-esteem.
C.	Equal access to extra- curricular clubs in and out of school; inclusion and access to sports and music.	PP funding tracking of money used specifically to support access and inclusion.
D.	Parents informed about PP provision and engaged with supporting learning at home. School working closely with parents to identify any additional barriers.	Provision for PP pupils shared at Parents' Evening. Increasing Chances of Success meetings give opportunities for sharing of information.

5. Review of expenditure				
Previous Academic Year		2017-18 (£25,040)		
i. Quality of teaching for all				
Action	Intended outcome	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
Smaller teaching groups for Maths- Y6	Increase attainment in Maths	3 / 4 PP pupils achieved the expected standard in Maths. 8 additional pupils benefited from being in the smaller teaching groups.	To continue as appropriate with new Y6 cohort. Would work with other subjects too.	£6500
Booster groups for Reading and Writing- Y6	Increase attainment in Maths/English	All PP pupils reached the KS2 expected standard in Writing and Grammar. Benefits to other pupils in class.	To continue as appropriate with new Y6 cohort.	
Small group interventions- All year groups	Increase attainment for all PP pupils in line with peers	65% of PP pupils made expected progress in Reading and Maths from similar start points to other children. 75% of PP pupils made expected progress in Writing from similar start points to other children. Benefits to other pupils in class.	To continue- whole school approach to planning for PP children.	£6500
ii. Targeted support				

Action	Intended outcome	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
1:1 targeted support in class/ out of class	Enable individual personalised approach in lessons to increase attainment	Achieved. Individual pupils gained confidence and self-esteem working in this way.	Continue. Impact measure smaller steps in progress made.	£6500
1:1 intervention – spelling/ reading/ writing	Target individual gaps in skills identified from assessments/ data tracking	Personal targets achieved.	Continue. Impact measure smaller steps in progress made.	
Daily reading/ phonics support- all year groups	For all PP children to reach age-related expected standards in reading. PP pupils in KS1 to pass the phonics test.	80% of PP pupils in Y1 passed the phonics test. 65% of PP pupils across the school made expected progress in reading. 2 PP pupils in KS1 achieved GDS in reading.	Continue. Engage more home support for those not making expected progress. Introduce Project X Code targeted reading recovery for those not making expected progress. Enhance provision- Reading Eggs online	

iii. Other approaches

Action	Intended outcome	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

Nurture groups- Breakfast club/ Change for Life club/ Internal support: time to talk	To support social development and promote emotional resilience.	Breakfast club provided a positive social experience for PP pupils who attended. Time to interact with other pupils in a small group talking and socialising. Change for Life club participation promoted confidence and raised levels of self-esteem. Non PP pupils also benefitted from these groups.	Continue. Check registers/ encourage wider participation. Widen opportunities for time to talk to designated members of staff. Link with Health and Wellbeing curriculum- personal logs.	£2740
Enrichment beyond the curriculum: subsidising funding for extra-curricular clubs/ music lessons. Subsidising funding for residential and trips. Supporting the cost of buying uniform.	Equal access and opportunity for all PP pupils to broaden experiences beyond school and the curriculum.	Achieved for those who requested support.	Could achieve more with this aspect of spending. Look into a voucher system for parents.	£1500
Provision of essential equipment for school and homework. Provision of additional resources.	To support home learning and practise of key skills.	Achieved- extra resources/ games for KS1 to practise reading/ phonics.	Could achieve more with this aspect of spending. Further engagement with parents/ voucher system.	£500

6. Planned expenditure

Academic year

2018-19 (£24,620)

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
SLT tracking and monitoring of attainment and progress	Closer tracking and monitoring of provision. Termly data analysis and reporting to governors.	To build on tracking systems last year. Ensure maximising spend for all PP pupils.	Class teachers more informed and involved with planning provision-staff training. Governor PP link to monitor.	PH	Termly
Whole school approach to planning for PP children- provision mapping individually	Personalised approach based on varying needs of individual PP pupils. Continuous review of provision.	EEF: Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. All learners have different needs and planning for progress should be personalised according to need.	Monitoring of provision maps- RAG rated half termly Learning Walks Book evidence/ progress Pupil progress staff meetings	PH/ Class teachers	Half-termly
All PP pupils aware of their personal targets and have time to reflect on them.	Pupils more aware of their own progress and achievements	EEF:Pupils make good progress when they are partners with teachers in their learning, responding to feedback and acting on advice given. Self-esteem rises when pupils feel a sense of achievement.	Pupil voice Learning Walks Book Monitoring	PH/ Class teachers	Half-termly
Total budgeted cost					£3000

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Challenge groups/ extension/ enrichment for higher attaining PP pupils	More pupils make more than expected progress. PP pupils who achieved GDS last year are challenged appropriately	Spending review last year evidenced that more could be allocated to enhancing provision for more able PP pupils.	Monitoring of provision maps- RAG rated half termly Learning Walks Book evidence/ progress Pupil progress staff meetings	PH/ CL	Termly
1:1 targeted support in class/ 1:1 intervention	Personalised approach to target individual skill gaps. To accelerate progress within lessons through targeted support.	To ensure that all PP pupils reach the age related expected standard or above in Reading, Writing and Maths. To eliminate any potential barriers to progress in a lesson.	Lesson observations Learning walks Book monitoring	PH/ Class teachers	Half-termly
Additional daily reading/ phonics support/ Use of online programmes	To accelerate progress for PP pupils and close the gap in attainment	Continued progress based on last year's results.	Data analysis Monitoring of provision- RAG	PH/ Class teachers	Half-termly
Booster groups/ target groups for KS2 SATs	To accelerate progress for PP pupils and close the gap in attainment	To ensure that all PP pupils reach the age related expected standard or above in Reading, Writing and Maths.	Data analysis Monitoring of provision- RAG	DA/FT	Jan/ May
Total budgeted cost					£15000
iii. Other approaches					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Nurture groups- Breakfast club/ Change for Life club	To support social development and promote emotional resilience. To promote confidence and raise levels of self- esteem	Evidence from how these groups benefitted children last year.	Continue to check registers/ encourage wider participation Monitor impact- pupil voice	PH	Termly
Pastoral support/ designated member of staff for individuals/time to talk	To support specific additional needs which could be a barrier to learning. To ensure pupils are given time to talk and reflect.	To promote a culture in which children are able to be heard, contribute to discussions and take responsibility for their learning; talk with an empathetic adult about difficult issues.	Ensure time allocated Pupil voice	PH/ DA	Termly
Staff training- Attachment/ Social and Emotional support for children	To ensure that all teachers understand the emotional needs of all children and continue to plan and respond appropriately.	Current training needed for staff to ensure that they feel confident and skilled in understanding and managing children with emotional needs/ challenging behaviour/ trauma and attachment issues.	Staff training/ follow up in staff meetings Link to new Health and Wellbeing Curriculum Look for further opportunities for specialist courses Current LAC training/ link to VSH	PH/ CL	Spring Term
Enrichment opportunities beyond the curriculum: subsidising funding for clubs/ music lessons/ residential/ trips	Equal access and opportunity for all PP pupils to broaden experiences beyond school and the curriculum.	Wider opportunities increase confidence and self-esteem for pupils. This will enhance and motivate positive attitudes towards school and learning.	Parent engagement/ parent voucher Pupil voice	PH	Spring Term

Family Support- Parent vouchers to support cost of buying uniform; purchasing equipment/ books; provision of additional learning resources	To ensure there are no financial barriers for PP pupils.	Evidence from last year that more could be achieved with this aspect of funding use. Increase parent engagement/ parent voice in how money could be spent.	Parent engagement/ parent voucher Pupil voice	PH	Spring Term
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Total budgeted cost					£6620
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7. Additional detail
Please see Pupil Premium Report 2018-19.