

Principles of Pupil Premium Grant spending

Our key objective in using the Pupil Premium Grant is to ensure that there is **no achievement gap between pupil groups**. We ensure that appropriate provision is made for children who belong to vulnerable groups; this includes ensuring the needs of children entitled to Free School Meals and children who are Looked After or Service children. Through targeted interventions and support, we are looking to **eliminate any potential barriers to learning and progress**, ensuring that children eligible for the PPG make **accelerated progress** towards age-related expectations. Pupil Premium funding is also used to provide **challenge, extend and enrich learning** for pupils who are high attainers, to ensure opportunities for achieving greater depth standards.

Summary of the main barriers to educational achievement

The potential barriers to learning and achievement vary depending on the individual needs of each child and the funding is allocated following a needs analysis, which identifies priority groups or individuals. This may mean that not all children will be in receipt of pupil premium interventions at one time. Our analysis of need focuses on four key areas:

- 1- Curriculum underachievement: access to the curriculum; attitudes and behaviour for learning; engagement in school; aspirations and motivation.
- 2- Social, emotional and behavioural needs: confidence and self-esteem levels; family support; personal barriers
- 3- Equal access to the wider curriculum: access to extra-curricular clubs; inclusion and access to sports and music
- 4- Family support: financial barriers; home support; inclusion on school trips and residential

Measuring the impact of PPG spend

The Pupil Premium lead teacher tracks all children eligible for the PP grant monitoring their attainment and progress half-termly. Assessment information used for tracking includes summative test data- NTS; PIRA/ PUMA tests; SATs tests; Phonics RWI assessments. Individual provision adjusts accordingly in line with evolving needs: class teachers ensure that appropriate interventions and enrichments are planned and information is shared with parents. Governors also monitor the Pupil Premium Grant spending and the impact on pupil progress.

Total Pupil Premium fund Allocation 20-21:

	Total number of pupils on roll	No of pupils eligible for pupil premium funding	% of pupils eligible	No of pupils eligible for service premium	Total allocation
2020-21	402	15	4%	6	£29,035

Pupil premium strategy / self-evaluation

1. Summary information					
School	Bracken Leas Primary School				
Academic Year	20-21	Total PP budget	£29,035	Date of most recent PP Review	10/20
Total number of pupils	402	Number of pupils eligible for PP	21	Date for next internal review of this strategy	07/21

2. Current attainment (based on KS2 18-19 data due to Covid 19 school closure 2020)		
	<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	100%	75%
KS2 Writing	100%	89%
KS2 Maths	100%	86%
Combined Reading, Writing and Maths KS2	100%	69.6%

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 (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental Engagement/ Family Support/ Financial barriers
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	
Success criteria	

A.	<p>Higher rates of progress for PP pupils across KS1 and KS2 in Reading, Writing and Maths.</p> <p>Challenge, extension and enrichment of the curriculum for high attaining PP pupils</p>	<p>Pupils eligible for PP make progress in line with other pupils with similar start points and prior attainment.</p> <p>No significant difference in attainment between pupils eligible for PP and their peers.</p> <p>Data analysis half-termly/ targeted academic support/ Individual provision maps.</p>
B.	<p>Improved provision of pastoral support for PP pupils</p>	<p>Opportunities for PP children to support social/ emotional development- Time to Talk; Nurture groups; Designated link staff</p> <p>Nurture groups promote confidence and self-esteem.</p>
C.	<p>Equal access to extra- curricular clubs in and out of school; inclusion and access to sports and music.</p>	<p>PP funding tracking of money used specifically to support access and inclusion.</p>
D.	<p>Parents informed about PP provision and engaged with supporting learning at home.</p> <p>School working closely with parents to identify any additional barriers.</p>	<p>Provision for PP pupils shared at Parents' Evening.</p> <p>Parent meetings give opportunities for sharing of information.</p>

5. Review of expenditure

Previous Academic Year

2019-20 (£29,140)

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
SLT tracking and monitoring of attainment and progress	Closer tracking and monitoring of provision. Termly data analysis and reporting to governors.	No end of year summative data due to Covid lockdown. All pupils tracked closely and progress reported to governors.	To continue. Develop database spreadsheet to combine all elements of spending with data tracking- use of new Management Information System- Arbor Governor PP link to be developed with monitoring visits. Baseline startpoint- September following return to full opening of school.	£4500
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.	Achieved. All teachers contributed to individual provision maps. Reviewed termly ensuring adaptation of provision matched to progress.	To continue- whole school approach to planning for PP children. Personalised planning following lockdown- assessment of impact on progress/ response and engagement to remote learning.	
All PP pupils aware of their personal targets and have time to reflect on them.	Pupils more aware of their own progress and achievements	In part. Upper Key Stage 2 children more aware.	Best approach for all children needs to be reviewed next year.	

Individual parent meetings to discuss pupil progress	To increase parent engagement and partnership in achieving good progress for all pupils	Not held for all parents last year due to lockdown March 2020. Parent calls made during lockdown by SLT and class teachers to discuss engagement and any issues with access to remote education.	Continue.	
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
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	Higher attaining PP pupils continued to maintain and achieve GDS through regular challenge in class and additional enrichment intervention.	Continue. Impact measure smaller steps in progress made.	£13000
1:1 targeted support in class/ 1:1 intervention	Personalised approach to target individual skill gaps. To accelerate progress within lessons through targeted support	All PP pupils have access to additional 1:1 support dependent on need. Needs identified on individual provision maps. Combined SEN needs also identified and planned for.	Continue. Impact measure smaller steps in progress made.	

Additional daily reading/ phonics support/ Use of online programmes	To accelerate progress for PP pupils and close the gap in attainment	Pupils accessed enhanced provision through Reading Eggs which was an additional benefit during lockdown. Project X Code has engaged reluctant readers and enhanced progress in fluency for all. Non PP pupils also benefitted from these projects.	Continue. Engage more home support for those not making expected progress. Access other reading recovery programmes	£5000
Booster groups/ target groups for KS2 SATs	To accelerate progress for PP pupils and close the gap in attainment	Not achieved due to school closure.	Continue.	

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/ Lunchtime play club/ Yoga support group	To support social development and promote emotional resilience. To promote confidence and raise levels of self-esteem	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. Yoga support group provided support for mental health/ relaxation therapy 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.	£4000

<p>Pastoral support/ designated member of staff for individuals/time to talk</p>	<p>To support specific additional needs which could be a barrier to learning. To ensure pupils are given time to talk and reflect.</p>	<p>Achieved for those who received support- pupil voice/ time to talk.</p> <p>Non PP pupils also benefitted from these groups.</p>	<p>Continue.</p>	
<p>Staff training- Attachment/ Social and Emotional support for children</p>	<p>To ensure that all teachers understand the emotional needs of all children and continue to plan and respond appropriately.</p>	<p>Further staff training for Teaching Assistants/ Learning Support completed. Greater understanding for all staff followed up with in school discussions and adaptation of approach with individual pupils.</p> <p>Non PP pupils also benefitted from the training.</p>	<p>Continue with updated training for all staff</p>	
<p>Enrichment opportunities beyond the curriculum: subsidising funding for clubs/ music lessons/ residential/ trips</p>	<p>Equal access and opportunity for all PP pupils to broaden experiences beyond school and the curriculum.</p>	<p>All pupils were able to access extra-curricular clubs or music lessons.</p> <p>All pupils participated in year group visits or residential with supported payments.</p>	<p>Continue.</p> <p>Ensure all parents aware through regular communication.</p>	<p>£2500</p>

<p>COVID 19 Approach to Supporting Pupil Premium during National Lockdown and Return to School</p>	<p>Continuing to ensure no pupils are further disadvantaged due to the Pandemic</p>	<p>Pastoral support- parents contacted regularly by senior leaders and/or class teachers.</p> <p>Class teacher- pastoral Zoom calls</p> <p>Vulnerable pupils and those with SEND needs offered a place in the Key worker group for further support</p> <p>Free School Meal offer- food boxes/ shop vouchers. Home delivery to support.</p> <p>Technology access provided to support home learning- loaning of laptops from school</p> <p>Home learning packs/ resources/ books delivered to home. Continual review of home engagement by class teachers monitoring</p> <p>Baseline assessment- September return- to identify gaps in knowledge and skills to inform catch up planning and intervention for all pupils</p> <p>Non PP pupils also benefitted from the above</p>	<p>Continue to evaluate access and opportunity for PP pupils- future lockdown and self-isolation</p> <p>Ensure continuity of education for all pupils during a period of self-isolation</p>	
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6. Planned expenditure

Academic year	2020-21 (£29,035)
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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?
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SLT tracking and monitoring of attainment and progress	Continued tracking and monitoring of provision. Termly data analysis and reporting to governors.	To continue to build on tracking systems last year with new Management Information System. Ensure maximising spend for all PP pupils.	Monitoring- admin/ class teachers 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.	Continuation of effective practice. 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. Last year's evaluation evidenced that this could be done more effectively with all pupils.	Pupil voice Learning Walks Book Monitoring	PH/ Class teachers	Half-termly

Individual parent meetings to discuss pupil progress	To increase parent engagement and partnership in achieving good progress for all pupils	Continuation of effective practice.	Invitation to all. Follow up. Monitoring.	PH/ Class teachers	Termly
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Total budgeted cost £5000

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 continue to be challenged appropriately	Continuation of effective practice.	Monitoring of provision maps- RAG rated half termly Learning Walks Book evidence/ progress Pupil progress staff meetings	PH	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 continue to 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	Continuation of effective practice based on previous year. Disruption to learning during national lockdown has affected overall progress for some pupils. Pupils should not be further disadvantaged	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. All Y6 PP pupils reach the combined expected standard.	Data analysis Monitoring of provision- RAG	DA/FT	Jan/ May
Remote Education	To provide continuity of education for all pupils during periods of isolation or future potential lockdown	Impact of the Coronavirus on the opportunity for pupils to learn in school full time with potential lockdown/ bubble closure/ family self-isolation periods	Follow Remote Learning Policy Class teachers engage with pupils at home/ set work/ mark and assess	PH/ Class teachers	Continuous
Total budgeted cost					£16000

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?
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Nurture groups- Breakfast club/ Yoga support group	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. Continuation of effective practice. Effects of Covid 19 and national lockdown on pupils' mental health	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.	Continuation of effective practice. 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 continues to be allocated Pupil voice Continuation of staff training- Listening/ Coaching Conversations Engagement with external agencies for further support as needed	PH/ DA	Termly
Staff training- Attachment/ Social and Emotional support for children	To ensure that all staff understand the emotional needs of all children and continue to plan and respond appropriately.	Update training for all staff including teaching support assistants 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 Look for further opportunities for specialist courses	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.	Continuation of effective practice. 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	Termly

<p>Family Support- Parent support for cost of buying uniform; purchasing equipment/books; provision of additional learning resources</p>	<p>To ensure there are no financial barriers for PP pupils.</p> <p>Ensure parents are aware of other ways they can be supported during the pandemic</p>	<p>Continuation of effective practice.</p> <p>In a time of continued uncertainty for families, financial support may be needed now more than ever before</p>	<p>Parent engagement</p> <p>Tracking of individual support</p> <p>Sharing of information for wider community support</p>	<p>PH</p>	<p>Termly</p>
<p>Total budgeted cost</p>					<p>£8000</p>