

Bramley Sunnyside Junior School Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	Bramley Sunnyside Junior School				
Academic Year	2018/19	Total PP budget	£111,360	Date of PP review	January 2019
Total number of pupils	345 £1,302 per pupil	Number of disadvantaged pupils	83	Review Date	June 2019

‘The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families. Measures are included in the performance tables that capture the achievement of those pupils covered by the Pupil Premium.’

Department for Education

2. Current Attainment – end of KS2 outcomes for 2017-18												
	Disadvantaged Pupils (21)				Non - Disadvantaged Pupils (68)				National Average for all children			
	R	W	M	SPaG	R	W	M	SPaG	R	W	M	SPaG
Achieving national standard or above	100%	86%	100%	100%	99%	100%	97%	100%	75.3%	78.3%	75.6%	77.7%
School progress measure in reading	+9.5				+5.4							
School progress measure in writing	+4.6				+3.7							
School progress measure in maths	+4.1				+2.3							
Scaled score in reading	109.6				112.4				105			
Scaled score in maths	102.5				108.3				104			
Scaled score in SPaG	106.3				112				106			

When deciding how to spend the Pupil Premium Grant (PPG) it is important that we 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 could include:

3. Barriers to future attainment (for pupils eligible for PP including high ability children)	
In-school barriers (issues to be addressed as a school)	
A.	High ability pupils who are eligible for PP are making less progress than other high ability pupils in writing and maths.
B.	Social and economic factors including life experiences.
C.	SEMH needs including children's poor emotional resilience and self-regulation skills. These impact on many pupils' ability to work collaboratively and to accept a degree of challenge in their learning.
D.	Lack of money in family households for visits, extra-curricular activities and other experiences.
External Barriers	
E.	Attendance and punctuality Average for disadvantaged pupils at the end of 2017-18 - 94.92% compared to all children achieving 97% 28 children have a high percentage of late marks; 15 of these being disadvantaged children. 20 children have persistent absence; 9 children being disadvantaged pupils.

4. Outcomes

**End of Key Stage attainment for our Pupil Premium pupils is at least in line with national figures for Pupil Premium pupils in all subjects.
Pupil Premium pupils make at least 'good' progress from their starting points each year.**

	Desired outcomes	Success Criteria How will the outcomes be measured?
A	<p>All <u>more able</u> PP children will be making at least expected progress and achieving above national statistics at the end of KS2. Gaps between PP and NPP will be diminished.</p> <p><i>EEF state – Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds.</i></p>	<ul style="list-style-type: none"> • PP lead to track, monitor and act upon outcomes. • Outcomes for <u>more able</u> PP children at the end of KS2 will at least be in line with <u>more able</u> non PP children. • Tracking will show any gaps diminishing and acceleration of progress where needed. • PP children will be more confident in their own abilities evidenced through pupil voice and outcomes in their learning.
B	<p>A greater awareness of PP children and their individual needs, (including home circumstances – historical and current) leading to improved provision and outcomes.</p> <p><i>EEF – By being clear about the issues facing disadvantaged pupils, using evidence to identify the solutions most likely to work, and thinking hard about how these are implemented, school will be in the best position to deploy resources effectively.</i></p>	<ul style="list-style-type: none"> • Stickers on front of <u>all</u> books to clearly identify specific groups of children including PP. • Section in inclusion folders for PP children to track and monitor interventions, attainment and progress. • PP children tracked as a group using e-mag against non PP children to ensure that any gaps are being diminished. Teacher appraisals focus specifically on PP children – ensuring staff are held to account. • Planned support, tailored to individual needs is in place and fluid.
C	<p>PP children will be showing greater resilience and self-regulation during the school day – both in learning and during less structured time (break and lunchtime)</p>	<ul style="list-style-type: none"> • Children’s own self confidence and control will be visibly noticeable. • Children will speak of their own strategies and approaches to self-regulation. • CPOMS behavioural incidents will show a decline for PP children.
E	<p>To improve the attendance and punctuality of children in receipt of PP funding, diminishing the gap between NPP.</p>	<ul style="list-style-type: none"> • Improved attendance and punctuality from PP children as seen through in house tracking system. • Support for children and families from Pastoral and Inclusion Support Mentor in ensuring children are in school and on time. • Case studies will demonstrate individual progress made.
D	<p>No child is excluded from clubs, visits and experiences to enrich the curriculum, due to financial family need. Engagement in clubs, visits and experiences will show access for all, irrespective of financial status at home.</p>	<ul style="list-style-type: none"> • PP children given opportunity to attend weekly after school clubs subsidised by the PPFG • PP children given opportunity to attend residential and visits, subsidised by the PPFG. • Pupil voice will ensure opportunities are matched to interests.

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.					
1. 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?
A, B and C	New books purchased to enrich all reading levels, including texts with lexile values above 1000.	Following the completion of the third year of delivery, end of KS2 outcomes along with in school data show that reading skills are improving at a rapid rate. We now want to provide a greater depth of reading opportunities for children.	On-going pupil voice will provide evidence of children's enjoyment of reading, along with our reading races initiative.	LR, CWB	Progress reviewed termly. Report to Governors – including termly PP meetings.
A and B	Enhanced CPD for all staff – teaching and support staff.	To ensure that all teaching and learning opportunities are the very best – making certain that local and national initiatives are effective in adding value to learning.	Targeted CPD for teaching and support staff through ROSIS and beyond. Dissemination of learning to all staff. Tracking of pupil progress through 1-1 meetings and data analysis. Book scrutiny focused on PP children will check for pitch and challenge of learning.	All staff	Progress reviewed after each term. Pupil progress meetings held termly. Twice yearly evaluation through appraisal. HT report to Governors – including termly PP meetings.
A	More able Y6 reading, writing and maths groups both in and out of school time.	School have identified some underachievement of Y6 pupil premium children who have the potential to achieve at the highest levels.	SLE staff will focus on two groups of children with the potential to achieve at the highest standards. Bespoke to engage and ensure accessibility for PP children.	CWB and LR	Regular reviews of outcomes through assessment and focus lessons – ensuring children are reaching the highest levels through verbal and written responses.
B and C	Full time teaching	Due to having a high % of PP children with varying need – from SEMH, vulnerability, SEND	Structured meetings will take place between year group teams looking	All staff	Class teachers and teaching assistants review daily.

	assistants in every class (including 1-1 support where necessary) contracted to begin work at 08:30 to support preparation, and to finish at 3:30pm to support end of day evaluation of teaching and learning.	to bereavement – teaching assistant support allows school to offer additional teaching and learning opportunities to assist in removing any barriers.	at need and allocating experience and subject expertise where necessary both at individual and group level. Feedback from both children and families will steer the direction of this support. Progress rates between PP and non PP will at least match national statistics.	AA	Reviewed through year group meetings on a regular basis. Termly data reviews
Total Budgeted Cost					£49,236.84
2. 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?
A, B and C	Bespoke coping strategies for individual children including anger and anxiety gremlin work.	16% of our PP children are also being supported under SEMH needs. There are an additional 10% of PP children being monitored for their emotional needs at this time. Research shows metacognition and self-regulation approaches help children think more about their own learning by teaching them strategies to choose from and the skills to select the most suitable strategy for a task or situation they might be in.	Staff delivering the programmes will receive support from the SENDCo. Tracking of behaviours in CPOMS will show a reduction in concerns being reported. Pupil voice will evidence children's ability to articulate successful strategies for self-regulation in different contexts.	AA, SLT HH	Termly review of pupil progress. SEND termly reviews. Termly Governor / SENDCo / PP lead meetings.
C	Introduction to morning nurture provision for identified children.	Boxhall profiles show children have extremely poor social skills and are not ready to engage and learn within the classroom.	HLTA experienced in supporting children with complex SEMH needs. Feedback from children, staff and parents.	SP	Feedback from children, staff and parents.

C	Art therapy	Research from UCLA Centre (USA) shows that art therapy is an innovative way to help children who are presenting learning or emotional problems. The art produced with the children focuses on the individual and uses the act of creating art as a therapeutic process.	Children are carefully identified considering personalities along with need.	SD	Regular reviews with lead practitioner. Parental and pupil feedback.
B and D.	Additional hours funded for support staff to provide before school, lunchtime and after - school clubs	Conversations with some of our most vulnerable children show that they often find it difficult for a full hour during lunchtime. When given a voice to decide how they could be more successful, many children requested indoor structured play opportunities.	Tracking of attendance at lunchtime and after school clubs will show that PP children are accessing the provision available.	HH / GA	Termly review
Total Budgeted Cost					£47,302.78
3. 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?
Increased attendance rates.	Attendance officer to monitor attendance daily with a first day response provision. Pastoral and Support Inclusion Mentor to monitor pupils and set up systems for low attendance. Also work in conjunction with LA and EWO.	We can't improve attainment for children if they aren't actually attending school. This area has been nationally identified because addressing attendance is a key step to improving learning. At the end of 2017-18 attendance of the PP children was below that of the non-PP children.	Monitor attendance daily, highlighting children who are PP on the tracker. Regular meetings with the EWO ensure that some of our most vulnerable families are well supported.	BB HH LB (EWO)	Ongoing monitoring takes place – half termly meetings with EWO look at caseload and referrals.

Improving children's learning outcomes, attainment and progress.	Quick response feedback, that is consistent across the school.	Daily feedback provides information to a child about their performance, goals or outcomes – re-directing them to achieve a desired goal.	School marking, feedback and presentation policy is clear and its use monitored through book scrutinies and pupil voice.	JH	Half termly.
Equal access to basic resources	Funding of school uniform/ miscellaneous items to support vulnerable children and families.	Wearing a school uniform brings together all children in a whole school team that supports the development of our school ethos and expectations.	Clear uniform expectations in place. Staff challenge children where uniform is not in line. HP monitors families requiring support with uniform.	HP	Ongoing review.
Subsidise residential, day visits and music lessons.	To ensure that all children have equal access to the full range of curriculum enrichment activities, raising self-esteem, confidence and the development of social skills.			HH/ HP	
Misc expenses/ sundry items	Magazine subscriptions/ specialised resources.	To enhance the learning of vulnerable children and enable them to have the opportunity to access specialised equipment and resources.		HH/ HP	
Total Budgeted Cost					£15,955.20
Total PP Budget Received, including brought fwd figure of £1,817.62 from 2017/18					£113,177.62
Less Expenditure as per above					<u>£112,494.82</u>
Balance of PP Grant Funding					£682.80

