

Pupil Premium Strategy 2018-2019

Correct at September 2018	Number of children (and % of the cohort)	% SEND	% Girls	% Midphase Admissions	% May, June, July or August born	% Attendance below 95% (previous year)	% Attendance below 90%(previous year)	% Attendance 100%(previous year)
Totals (Years 1-6)	213/707 (30%)	58/213 (27%)	105/213 (49%)	71/231 (33%)	69/213 (32%)	64/213 (30%)	21/213 (10%)	6/213 (3%)

Number of pupils and pupil premium grant (PPG) received	2017-18	2018-19
Total numbers of pupils on roll (aged 5 or over)	714	713
Total number of pupils eligible for PPG	290	264
Amount of PPG received per pupil	£1320	£1320
Amount of PPG+ received per pupil	£1900	£2300
Total amount of PPG received	£387440	£353380

Barriers to Pupil Premium children achieving:

- Attendance, punctuality and engagement
- Children who are pupil premium and SEND and/or EAL
- Opportunities for extra-curricular activities and learning

Desired Outcomes

- To ensure that the individual needs of the disadvantaged pupils are identified and addressed quickly.
- All disadvantaged children to make good progress from their starting points.
- To ensure that the gap between the disadvantaged children and the non-disadvantaged children is diminished.

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 this reviewed?
<p>Pupil premium children to have access to additional support in maths and English to ensure that the differences in attainment are diminished</p>	<p>Intensive small group support in reading and maths run by additional adults (qualified teachers)</p> <p>Classroom Practitioner in each year group to deliver daily interventions</p> <p>Wave 2 and wave 3 interventions delivered to key children</p> <p>Reading Gladiators and Brilliant Club for children who are higher attaining</p> <p>Focus on pupil premium children in lessons (first quality teaching)</p> <p>Focus on PP children's reading records</p>	<p>Pupil premium children should (through quality first teaching and targeted intervention) achieve the same outcomes as those not PP</p> <p>To develop a love of reading and a lifelong habit of reading</p>	<ul style="list-style-type: none"> • Termly pupil progress meetings and reports • Half termly monitoring and testing • Classroom observations • Whole staff CPD • Previous year's data used to target key children in each year group 	<p>Phase Leaders</p> <p>SEND department</p> <p>English and maths leaders</p> <p>Reading leader</p>	<p>Half Termly</p>

	<p>Provide a range of fiction and non-fiction books in book corners and in the library for pupil premium children to read</p> <p>Workshops for parents on how to support their children at home</p>				
<p>Pupil premium children to have access to the following to ensure that the individual needs of the disadvantaged pupils are identified and addressed quickly:</p> <ul style="list-style-type: none"> • Learning mentors • SEND support • EAL support 	<p>Monitoring of pupil premium children by the class teacher and concerns reported through safeguard to the child protection officer</p> <p>SEND initial concerns forms filled in and followed up by class teachers and the SEND department</p> <p>Employ a speech therapist for 2 days a week</p> <p>Employ a school councillor and another learning mentor</p>	<p>Individual needs of the disadvantaged pupils must be quickly identified and addressed so that their learning is not unduly disturbed or interrupted</p> <p>Opportunities given to children in order to widen their experiences and allow them to practise life skills in contexts outside of school</p>	<ul style="list-style-type: none"> • Termly pupil progress reports • Half termly monitoring and testing • Termly pupil premium staff meetings with teachers • Weekly SLT safeguarding meetings 	<p>SLT SEND leader</p> <p>Child Protection & Pastoral Support Manager</p> <p>EAL leader</p>	<p>Ongoing</p>

	<p>EAL teacher to support children with EAL</p> <p>Additional support for children with SEND through activities such as horse riding and swimming</p>				
<p>Enriched experiences, for example:</p> <ul style="list-style-type: none"> • Half termly, high quality educational visits • Residential • Music events such as performing at the O2 arena and participating in an opera • Extra-curricular clubs • Wider curriculum opportunities such as Spelling Bee and PE competitions 	<p>Pupil premium children to receive reduced rates for educational visits and residential</p> <p>Pupil premium children to be invited first to attend extra-curricular clubs (e.g. Mad Science; piano lessons)</p>	<p>Pupil premium children would be unable to attend these visits unless they were subsidised (all visits at Brampton have a desired outcome and rational for attending)</p> <p>Opportunities given to children in order to widen their experiences and allow them to practise life skills in contexts outside of school</p>	<ul style="list-style-type: none"> • Pupil voice • Feedback from parents • Feedback from staff 	<p>Phase Leaders</p> <p>Curriculum subject leaders</p>	Termly
% of Y6 PP children to achieve expected or higher outcomes for reading, writing and	Reduce class sizes in Year 6 for English and maths – increasing teacher to pupil ratio in	Y6 children taught at Brampton need to be ready for the Year 7	<ul style="list-style-type: none"> • Monitoring of lessons • Monitoring of books • Half termly assessments 	Phase Leaders	Termly

<p>maths to be equal to or exceeding the non PP children</p>	<p>order to increase the impact of first quality teacher and feedback</p> <p>1 to 1 tuition (Action Tutoring) for targeted children</p> <p>Booster groups run by staff in the lead up to SATs</p>	<p>curriculum at secondary school</p> <p>Children in each year group needs to be prepared for the year ahead</p>	<ul style="list-style-type: none"> • Tuition evaluations • SATs results 	<p>SEND department</p> <p>English and maths leaders</p> <p>Y6 Year Group Leader</p>	
<p>Increased attendance and punctuality rates</p>	<p>Attendance officer employed to monitor pupils and follow up quickly on absences</p> <p>First day response calling</p> <p>Absence procedures followed through with persistent absentees/late arrivers</p> <p>Head Start Champions and Bounce Back</p> <p>Parent workshops and meetings</p> <p>Work with lunchtime supervisors to ensure that lunchtimes are a positive</p>	<p>We can't improve attainment for pupils if they are not in school</p> <p>Children will concentrate and focus on their learning when they are engaged and invested in their school</p> <p>Children will enjoy school and achieve more when they are working in a safe and happy environment and where all children behave and follow the rules</p>	<ul style="list-style-type: none"> • Ensure close monitoring and follow up with letters and parent meetings • Weekly SLT safeguarding meetings 	<p>SLT Attendance leader</p>	<p>Reviewed termly</p>

	<p>experience for the PP children through activities and games</p> <p>Lunchtime activities and nurture groups for vulnerable pupil premium children</p> <p>Free breakfast club to pupil premium children who would benefit from attending</p> <p>Implementation of the behaviour policy including rewards and consequences</p>				
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