



**Joining together
to build our future**

Brampton Primary School

Pupil Premium Strategy

2019-2020

Reviewed by: Marie Hardie

Date: October 2019

Ratified by Chair of Governors: TBC

Next review date: October 2020

Pupil Premium Strategy 2019-2020

Correct at October 2019	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)
Reception	6/120 5%	0/6 0%	0/6 0%	0/6 0%	1/6 17%	5/6 83%	3/6 50%	0/6 0%
Year 1	25/117 21%	4/25 16%	14/25 56%	1/25 4%	8/25 32%	9/25 36%	3/25 12%	0/25 0%
Year 2	18/119 15%	1/18 6%	7/18 39%	7/18 39%	10/18 56%	7/18 39%	4/18 22%	0/18 0%
Year 3	25/120 21%	4/25 16%	15/25 60%	7/25 28%	2/25 8%	7/25 28%	2/25 8%	3/25 12%
Year 4	43/120 36%	11/43 26%	18/43 42%	12/43 28%	12/43 28%	9/43 21%	2/43 5%	0/43 0%
Year 5	44/120 37%	10/44 23%	21/44 48%	17/44 39%	15/44 34%	10/44 23%	5/44 11%	3/44 7%
Year 6	54/119 45%	13/54 24%	32/54 59%	19/54 35%	15/54 28%	12/54 22%	3/54 6%	3/54 6%
Totals	215/835 26%	43/215 20%	107/215 50%	63/215 29%	63/215 29%	59/215 27%	22/215 10%	9/215 4%

26% of the children at Brampton Primary School are Pupil Premium.

20% of the Pupil Premium children have an additional need.

Overall, 50% of the Pupil Premium children are girls although this varies between year groups.

Number of pupils and pupil premium grant (PPG) received	2017-18	2018-19	2019-2020
Total numbers of pupils on roll (Y1 and above)	714	713	715
Total number of pupils eligible for PPG (Y1 and above)	290	264	209
Amount of PPG received per pupil	£1 320	£1 320	£1 320
Amount of PPG+ received per pupil	£1 900	£2 300	£2 300
Total amount of PPG received	£387 440	£353 380	£ 346 780
Barriers to Pupil Premium children achieving:			
<ul style="list-style-type: none"> • Attendance, punctuality and engagement • Children who are pupil premium and SEND and/or EAL • Opportunities for extra-curricular activities and learning 			
Desired Outcomes			
<ul style="list-style-type: none"> • Pupil premium children to have access to additional support in maths and English to ensure that the differences in attainment are diminished • To ensure that the individual needs of the disadvantaged pupils are identified and addressed quickly. • Enrich the opportunities for disadvantaged pupils • 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 through increased attendance rates. 			

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>Provide a range of fiction and non-fiction</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 • Termly meeting with parents 	<p>Phase Leaders</p> <p>SEND department</p> <p>English and maths leaders</p> <p>Reading leader</p>	<p>Half Termly</p>

	<p>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>				
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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 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 • Nurture Group • HeadStart • 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>EAL teacher to support children with EAL</p> <p>Additional support for children with SEND through activities such</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 • Termly meeting with parents 	<p>SLT SEND leader</p> <p>Child Protection & Pastoral Support Manager</p> <p>Learning Mentors</p> <p>Nurture Group Lead</p> <p>EAL leader</p>	<p>Ongoing</p>

	as horse riding and swimming				
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<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 • Children's Passports 	<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>SLT to agree to additional experiences that enrich the children's experiences and find ways to make them happen (e.g. participation in Noye's Fludde at Stratford Theatre Royal in the previous year)</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 rationale 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> <p>SLT</p> <p>Extended Schools Co-ordinator</p>	<p>Termly</p>

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>% of Y6 PP children to achieve expected or higher outcomes for reading, writing and maths to be equal to or exceeding the non PP children</p>	<p>Reduce class sizes in Year 6 for English and maths – increasing teacher to pupil ratio in 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>Y6 children taught at Brampton need to be ready for the Year 7 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"> • Monitoring of lessons • Monitoring of books • Half termly assessments • Tuition evaluations • SATs results 	<p>Phase Leaders</p> <p>SEND department</p> <p>English and maths leaders</p> <p>Y6 Year Group Leader</p>	<p>Termly</p>

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?
Increased attendance and punctuality rates	Attendance officer employed to monitor pupils and follow up quickly on absences First day response calling Absence procedures followed through with persistent absentees/late arrivers Head Start Champions and Bounce Back Parent workshops and meetings Work with lunchtime supervisors to ensure that lunchtimes are a positive experience for the PP children through activities and games Lunchtime activities and nurture groups for	We can't improve attainment for pupils if they are not in school Children will concentrate and focus on their learning when they are engaged and invested in their school 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	<ul style="list-style-type: none"> • Ensure close monitoring and follow up with letters and parent meetings • Weekly SLT safeguarding meetings 	SLT Attendance leader	Reviewed termly

	<p>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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