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| **Braywood CE First School**  **Use of Pupil Premium 2019-20** |



**Principles**

* Our aim is for Pupil Premium children to make accelerated progress from their starting points relative to their barriers to learning.
* We recognise that not all Pupil Premium pupils are socially disadvantaged and many have a variety of gifts and talents.
* We focus on providing an appropriate and empowering curriculum and school environment to support vulnerable pupils whether they are Pupil Premium, SEND or neither.
* Pupil Premium money will be allocated on a needs analysis basis which will identify priority groups or individuals.

**Provision**

At Braywood we received £10,760 for 2019-20. The funding received is spent either by providing academic support to boost attainment or as a means by which pupils’ learning and/or educational experience may be enriched.

Funding amounts

Free School Meals or FSM Ever6 £1,320

Looked After Pupils £900

Service Children £300

**Analysis of Data**

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**Barriers to learning**

We have identified these areas as barriers to learning.

* Support from home when in school e.g. regular reading at home, spelling etc
* Anxiety and transition issues
* Relationship buddying and social integration
* Low prior attainment entering school especially speech and language skills
* Promoting positive learning behaviours
* SEND areas of need
* Covid 19 – Lack of ICT at home and general support for leading home learning

These barriers are not specific to all PPG children. We consider all children on an individual basis and provide bespoke interventions/support where necessary. Our provision is planned relative to individual barriers to learning. Using our student attainment and progress monitoring system we are able to identify the specific needs of these pupils and support them with appropriate measures. This then informs our new strategies.

**Actions**

We support the children in a number of ways, which include:

* Targeted 1:1 or small intervention groups with TA and teachers.
* After school catch up session provided by all teachers
* Providing ELSA training and ELSA support
* Support for a range of extra curricular opportunities and cost of uniform, trips, etc.
* Free breakfast club or nurture sessions to support emotional needs

**Pupil Premium Key Objectives for 2019-20**

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| |  | | --- | | 1. Consolidate on the work of our ELSAs by assessing all pupils regarding their emotional health. | | | | | |
| *Dates & Role* | *Actions* | *Monitor* | *Cost* | *Success Criteria* |
| Sept 2019 onwards | * Assessment process in place to assess all our pupil’s emotional health. * Continue to have clear procedures in place to ensure that parents and staff can refer pupils who are struggling in school. * Continue to develop character education through PSHE, CW and the new RSE education. | Headteacher  Pupil Premium Champion and Governors | In-service and time out of the classroom.  £500 | * To have a trained set of 4 staff who can run a small, supportive Nurture /ELSA Group * To support the role of our ELSA in school with a more structured system to help vulnerable pupils. * Character Education and Relationship and sex education in place. |
| 1. Review the involvement of the Governors in the PP agenda. | | | | |
| *Dates* | *Actions* | *Monitor* | *Cost* | *Success Criteria* |
| Jan 2020 to June 2020 | * Capitalize on the opportunity for the new Chair of the Governors to be a PP Champion * Review of the children with PP or PP6 SEND and Service on a termly basis using our Provision mapping to highlight need. | Headteacher  Class teachers and Governors | Governor meetings and termly work scrutiny on Pupil Parliament Days. | * Narrowing the gap because pupils will be less likely to fall behind. * Greater understanding of the governors regarding the needs of these children. |
| 1. Opportunities to create mentors with the help of the older members of our community. | | | | |
| *Dates* | *Actions* | *Monitor/Evaluate* | *Cost* | *Success Criteria* |
| Sept 2019-20 | * Open up opportunities for the members of Bray communities, Fifield and Oakley Green senior citizens to come into the school and support the children in their learning. * Seeing the ‘bigger picture’ and giving to another community by continue to sing to the Bray community in October. * Build our capacity to perform at Harvest, Christmas and Easter in church and possibly leading an Eucharist at school. | Headteacher  Pupil Premium Champion and Governors | Transport costs  £500  £200  Dedicated Music teacher  £9,000 | * Greater depth of experiences to shape your people. * Heightened aspirations for life’s experiences with discussions from another community. |

**Impact of core provision**

This year Covid 19 had a massive effect upon on the educational provision of every school. Our PP pupils all received funding to support their school meals and some had access to the DfE laptop initiative. Alongside the rest of the school, these families received daily lessons, a daily communication platform and structured opportunities to talk with their teacher. All the PP children attended school as critical children once we opened up again in May.

We used our ELSA staff to screen all the Year 2, 3 and 4 pupils for any additional wellbeing needs, especially those children who were leaving the school in July. Our ELSA staff are excellent and provide support for many Pupil Premium pupils. Over the past four years we have worked hard on a variety of initiatives to support children’s strength of character, resilience and mental well-being. This year we focused on mindfulness and how certain parts of the brain react to specific experiences.

The headteacher attends PP Conferences and Mental Health training, the latter of which has led to changes in whole school policy and procedures. The Governors have been part of this process and have scrutinized books, lessons and outcomes. Monitoring strategies will include Performance Management, general results and assessment strategies of children's progress, review of additional services, parental opinions and self-esteem of the children.

The use of pupil premium money has a regular cost of additional staff in the classrooms e.g. three members of staff in most classes. A strong system of interventions including the teachers giving up an hour every week to support additional needs and a 1-to-1 tuition session with a focus on PP pupils.

**Next Year**

Looking ahead the Pupil Premium funding our core provision will be spent in a very similar way next year. We will focus on attendance initiatives, community helpers with reading, increased parental involvement with the library and developing our learning log.

We aim to improve our assessments of our pupils and their emotional health and well-being.

Next year our allocation will be £10,760

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| 1. Consolidate on learning missed through Coronavirus | | | | | | |
| *Dates & Role* | *Actions* | | *Monitor* | *Cost* | *Success Criteria* |
| Sept 2020 onwards | * Assessment process in place to assess all our pupil’s educational status. Continue to monitor this progress over time. * Put in place the Government’s catch up programmes whilst being mindful of our PP pupils. * Implement additional timetable which keeps children in class bubbles. * To put in place a supportive ‘return to school’ emotional package and offer support where needed to staff/pupils. | | Headteacher  Pupil Premium Champion and Governors | In-service and time out of the classroom.  £4,600 | * Timetable which is effective and allows for all these catch up programmes to run. * To focus on PP pupils and their progress since Covid 19. * To constantly review the safety of the pupils and effectiveness of teaching / leaning. * To screen the children for signs of anxiety and to eliminate all worries for staff and pupils. |
| 1. . Narrowing the attainment gap to the PP pupils to the none-core PP children. | | | | | | |
| *Dates* | | *Actions* | *Monitor* | *Cost* | *Success Criteria* |
| Jan 2021 to June 2021 | | * Review the impact of our ‘catch-up’ groups to level up the attainment standards. * Review of the children with PP or PP6 SEND and Service on a termly basis using our Provision mapping to highlight need. | Headteacher  Class teachers and Governors | Governor meetings and termly work scrutiny on Pupil Parliament Days. | * Narrowing the gap because pupils will be less likely to fall behind. * Greater understanding of the governors regarding the needs of these children. |
| 1. Opportunities to create mentors with the help of the older members of our community. This is to be continued because of Covid 19. | | | | | | |
| *Dates* | | *Actions* | *Monitor* | *Cost* | *Success Criteria* |
| Sept 2019-21 | | * Seeing the ‘bigger picture’ and giving to another community by continue to sing to the Bray, work with senior citizens etc. * Opportunity to have a different type of life mentor. | Headteacher  Pupil Premium Champion and Governors | Transport costs  £500  £200  Dedicated Music teacher  £9,000 | * Greater depth of experiences to shape your people. * Heightened aspirations for life’s experiences with discussions from another community. |