**Use of Pupil Premium 2016-17**

**Introduction**

The Pupil Premium is additional funding allocated to schools for supporting potentially disadvantaged pupils to ensure they benefit from the same opportunities as other children. The funding is allocated to:

* Children of statutory school age from low income families who are currently eligible for Free School Meals,
* Children who are looked after for 1 day a week or who were adopted from care, have a special guardianship or residential order and
* Children whose parents are in the Armed Forces.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for Free School Meals at any point in the last six years (known as ‘Ever 6 FSM’).

Schools are free to spend the Pupil Premium as they see fit but will be held accountable on how it is used to support the identified students. This information is published to ensure that parents and others have key information on the attainment of pupils covered by the Premium. The use of Pupil Premium should narrow the disadvantage gap across the whole country.

**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 £12,360 for 2016-17. 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

**Barriers to learning**

We have identified these areas as barriers to learning.

* Support from home when in school e.g. regular reading at home
* Anxiety and transition
* Relationship buddying and social integration
* Low prior attainment entering school
* Promoting positive learning behaviours

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.

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 etc.

**Pupil Premium Key Objectives for 2016/17**

1. The PLT leader to support vulnerable pupils with a change4life extra curricular provision.
2. Develop a planning, teaching and assessment system, which provide the skills and learning opportunities to ensure that transition into Year 1 is smooth and well prepared.
3. Use SEN / PP passport to record and monitor progress of groups or individual pupils.

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| --- | --- | --- | --- | --- |
| 1. The PLT leader to support vulnerable pupils with a change4life extra curricular provision. The music teacher facilitates creative experiences. | | | | |
| *Dates & Role* | *Actions* | *Monitor/Evaluate* | *Cost* | *Success Criteria* |
| Y1 teacher Feb 2017  March - June 2017 | * Training of teacher and TA support staff through Windsor Sports Partnership. * Set up PE group after school. * Support for additional learning opportunities or extracurricular activities including Berkshire Maestros * Partnership opportunities and leadership opportunities across tournaments and musical concerts * Individual piano lessons and piano exams. | Headteacher  Pupil Premium Champion and Governors  PLT Teacher  WSSP  Sports Award | £4,000  Cost of teacher’s time  (free)  Cost of music lessons etc. £1,500  £1,000 for music lessons | * Pupils grow in confidence through the use of Sport and PE. * Increased skills, which will be reflected in the lesson and PE. * Specific families have accessed financial support with the cost of clubs, music lessons, to ensure that they are to attend extra-curricular opportunities. * Pupil Survey to estimate the impact of this provision. |
| 2. Develop a planning, teaching and assessment system, which provide the skills and learning opportunities to ensure that transition into Year 1 is smooth and well prepared. | | | | |
| *Dates* | *Actions* | *Monitor/Evaluate* | *Cost* | *Success Criteria* |
| Jan 2017 to June 2017 | * Focus on transition from EYFS and Y1. Review the curriculum, timetable and shared assessment systems to ensure continuity. * Shared teaching/pupil transition of teacher and pupils across year groups. | Headteacher  Pupil Premium Champion and Governors  Senior leadership Team | New Equipment  £500  Staff Meetings | * Reduction of the ‘gap’ between PP pupils making ‘expected’ progress and that of non-PP pupils through early intervention. * 100% of pupils are able to access the Year 1 curriculum immediately. |
| 3. Use SEN/PP passport to record and monitor progress of groups or individual pupils. | | | | |
| *Dates* | *Actions* | *Monitor/Evaluate* | *Cost* | *Success Criteria* |
| June-July 2017 | * To action SEND and PP passports to staff. * Employ a team of skilled SEND teacher and HLTA to support specific needs * In class support from learning support assistants during timetabled lessons. * Vulnerable children targeted for support from our ELSAs. | Headteacher  SENCo  Intervention team | For 20%  £1,500  Cost of TA’s  £1,000 plus  £300 1 x trained ELSA/EP | * Evidence is tracked and shared to improve provision. * 1-to-1 tuition and specialist support for a range of complex needs. Led by an experienced and fully qualified teacher. * These approach leads to less pupils falling behind as pupils closely monitored. Phonics Test results 100% |
| 4. Ongoing provision to support the children receiving PP Grant. | | | | |
| *Dates* | *Actions* | *Monitor/Evaluate* | *Cost* | *Success Criteria* |
| Sept -July 2017 | * Small intervention groups in Maths and English * Ongoing tracking of data to continue to identify need. * Improved parental engagement die to discussions after school. * Employ a highly skilled teacher for 60% of the week to support a small group of pupils in additional classroom for 1 term. | Headteacher  SENCo  Intervention team | Run by all class teachers for 1 x 30 sessions for 1 hour  Cost of a teacher for two and a half terms £4,500 | * Targeted groups have additional support in core subjects run by their class teacher after school. * These sessions have shown excellent progress and pupil confidence levels. We would not reach our high standards without these sessions * Pupils taught in small groups of 12-14 to reduce the class sizes. |

**Data for children receiving Pupil Premium Grant in comparison with all pupils**

Below is a summary of our data from Year 2, 3 and 4.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | English (Reading and Writing) | | | Mathematics | | |
| All Pupils | Below | Expected | Above | Below | Expected | Above |
| Academic Standards | 8% | 50% | 42% | 8% | 52% | 40% |
| All PP Students | Below | Expected | Above | Below | Expected | Above |
| Academic Standards | 17% | 67% | 17% | 17% | 67% | 17% |

This data is based on quite small numbers so is not extremely reliable.

**Impact of core provision**

Our support is focused on areas, which the Education Endowment Foundation guide ‘Sutton Report’ has suggested are successful in improving children's academic results. Research of our own experience has shown that marking and feedback has been most effective.

We have specific systems in place to ensure that vulnerable children are identified to staff through our provisional mapping. The teachers and TA have regular meeting to ensure that our provision meets our needs.

The headteacher has attended training regarding PP over the past few years, Currently Braywood is part of a team of schools analyzing PP in the local area. We will be working alongside one particular school very closely to support similar needs of transition, patterns and trends and wider opportunities across schools.

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.

**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.

Next year our allocation will be £12,360

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| --- | --- | --- | --- | --- | --- | --- |
| 1. To refine the role of the ELSA to incorporate Nurture groups led by our Year 1 teacher. | | | | | | |
| *Dates & Role* | *Actions* | | | *Monitor/Evaluate* | *Cost* | *Success Criteria* |
| Y1 teacher Feb 2017  June 2017  Sept 2017 | * Training of teacher and TA through RBWM * Set up Nurture Group including furnishings * Programme of support in place for September 2017. * Parenting Classes | | | Headteacher  Pupil Premium Champion and Governors | £200  Funding from LEA of £300  PPA time to run these groups of £800 | * To have a trained set of 4 staff who can run a small, supportive Nurture Group * To support the role of our ELSA in school with a more structured system to help vulnerable pupils. |
| 2. Review the progression of our core subjects to ensure that transition is smooth from one-year group to another. Engage parents to support homework initiatives to support this process. | | | | | | |
| *Dates* | | *Actions* | *Monitor/Evaluate* | | *Cost* | *Success Criteria* |
| Jan 2017 to June 2018  July 217 & July 2018 | | * Focus on the progression of core skills throughout whole school. * Shared teaching programme across school. | Headteacher  Class teachers and Governors | | Staff meetings and teacher PPA | * Narrowing the gap because pupils will be less likely to fall behind. * Reduce risk of transition setting PP pupils behind for a few months. |
| 3. Whole school training on child anxiety and general well-being. | | | | | | |
| *Dates* | | *Actions* | *Monitor/Evaluate* | | *Cost* | *Success Criteria* |
| Sept 2016 & 17 inset sessions | | * Whole school initiative to understand more about child anxiety and refine techniques to support child resilience. | Headteacher  Pupil Premium Champion and Governors | | Staff inset and disseminated training sessions  £200 | * Great understanding and empathy for pupils’ anxiety. * Effective strategies to release tension and build resilience. * Reduced cases of child anxiety seen. |