

Braywood CE First School Use of Pupil Premium 2017-18

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.

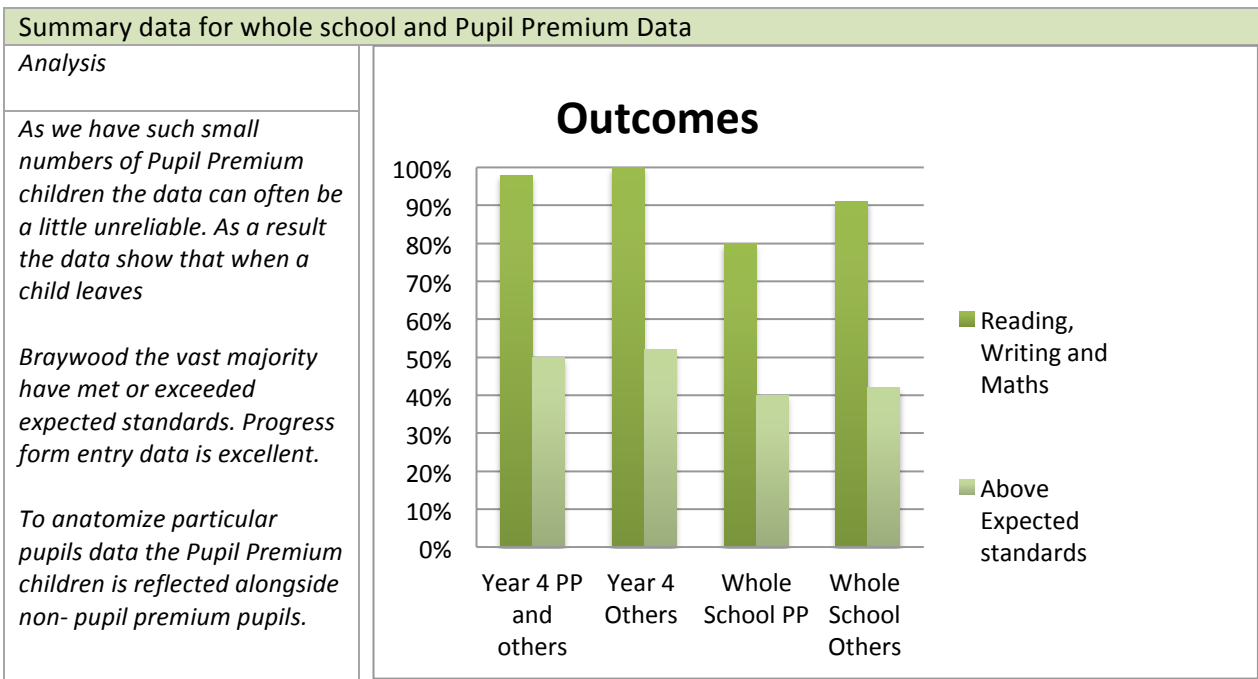
Provision

At Braywood we received £12,360 for 2017-18. 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



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 especially speech and language skills
- 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.

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 etc.

Pupil Premium Key Objectives for 2017-18

1. To refine the role of the ELSA to incorporate Nurture groups led by our Year 1 teacher.				
<i>Dates & Role</i>	<i>Actions</i>	<i>Monitor/Evaluate</i>	<i>Cost</i>	<i>Success Criteria</i>
Y1 teacher Feb 2017	<ul style="list-style-type: none"> • Training of teacher and TA through RBWM 	Headteacher Pupil Premium Champion and Governors	£200	<ul style="list-style-type: none"> • 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.
June 2017	<ul style="list-style-type: none"> • Set up Nurture Group including furnishings 		Funding from LEA of £300	
Sept 2018	<ul style="list-style-type: none"> • Programme of support in place for September 2017. • Parenting Classes in September 2018. 		PPA time to run these groups of £800	
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.				
<i>Dates</i>	<i>Actions</i>	<i>Monitor/Evaluate</i>	<i>Cost</i>	<i>Success Criteria</i>
Jan 2017 to June 2018	<ul style="list-style-type: none"> • EYFS Project led by RBWM to ensure early intervention strategies integrated into the EYFS. 	Headteacher Class teachers and Governors	Staff meetings and teacher PPA	<ul style="list-style-type: none"> • Narrowing the gap in EYFS and across the school by 20% in order that pupils will be less likely to fall behind. • Reduce risk of transition setting PP pupils behind for a few months.
July 2017 & July 2018	<ul style="list-style-type: none"> • Focus on the progression of core skills throughout whole school. • Shared teaching programme for core subjects across school. 		£1,000	

3. Whole school training on child anxiety and general wellbeing.				
<i>Dates</i>	<i>Actions</i>	<i>Monitor/Evaluate</i>	<i>Cost</i>	<i>Success Criteria</i>
Sept 2017 & 18 inset sessions	<ul style="list-style-type: none"> 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 disseminate training sessions £600	<ul style="list-style-type: none"> Great understanding and empathy for pupils' anxiety. Effective strategies to release tension and build resilience. Reduced cases of child anxiety seen.
4. Ongoing provision to support the children receiving PP Grant.				
<i>Dates</i>	<i>Actions</i>	<i>Monitor/Evaluate</i>	<i>Cost</i>	<i>Success Criteria</i>
Sept -July 2018	<ul style="list-style-type: none"> Small intervention groups in Maths and English Ongoing tracking of data to continue to identify need. Improved parental engagement due 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. SEND teachers to support small groups. 	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 SEN teachers £6,000	<ul style="list-style-type: none"> 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.

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 and Governors share on-going data three times a year.

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

1. Consolidate on the work in our Nurture group and newly trained ELSAs to support pupils with anxiety. Develop aspirational approach to curriculum through Character Education.				
<i>Dates & Role</i>	<i>Actions</i>	<i>Monitor/Evaluate</i>	<i>Cost</i>	<i>Success Criteria</i>
Y1 teacher Feb 2018	<ul style="list-style-type: none"> Build upon last year's work on our Nurture Group with a programme of support in place for our newly trained ELSAs. Support for parents with our new Mums and Dads Day. Development of character education through PSHE and CW. 	Headteacher Pupil Premium Champion and Governors	£1000	<ul style="list-style-type: none"> 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. Character Education curriculum.
Sept 2019			In-service and time out of the classroom.	
2. Review the impact the EYFS project has been in comparison with other local schools.				
<i>Dates</i>	<i>Actions</i>	<i>Monitor/Evaluate</i>	<i>Cost</i>	<i>Success Criteria</i>
Jan 2018 to June 2019	<ul style="list-style-type: none"> EYFS Project led by RBWM to ensure early intervention strategies integrated into the Foundation Stage. EYFS homework policy 	Headteacher Class teachers and Governors	Staff meetings and teacher PPA	<ul style="list-style-type: none"> Narrowing the gap because pupils will be less likely to fall behind. Reduce risk of transition setting PP pupils behind for a few months. More appropriate homework for EYFS.
3. New structure to the school timetable/curriculum to ensure interventions of all types (including SALT) are embedded into the school day such as creativity, sport and music.				
<i>Dates</i>	<i>Actions</i>	<i>Monitor/Evaluate</i>	<i>Cost</i>	<i>Success Criteria</i>
Sept 2018 & 19 inset sessions	<ul style="list-style-type: none"> Review the curriculum to ensure high quality extended areas of study. Support for PP pupils with music and performance. 	Headteacher Pupil Premium Champion and Governors	Staff inset and disseminated training sessions £200 Dedicated Music teacher £9,000	<ul style="list-style-type: none"> Greater depth of experiences to shape your people. Heightened aspirations for life's experiences. Greater standards in our non-core subjects for PP pupils in comparison with non-PP pupils.