

# Pupil premium strategy statement (Brambles Primary Academy) 2019/20

1. Summary information					
School	Brambles Primary Academy				
Academic Year	2019/20	Total PP budget	£244,860	Date of most recent PP Review	July 2020
Total number of pupils	282	Number of pupils eligible for PP	207	Date for next internal review of this strategy	July 2021
2. Attainment & Progress- 2018/19					
	<i>% of pupils achieving expected standard</i>				
	<i>Whole cohort</i>	<i>Non Pupil Premium</i>	<i>Pupil premium</i>	<i>National Disadvantaged</i>	<i>National Other</i>
<b>End of EYFS</b>	58%	67%	60%	57%	73%
	80%	83%	78%	70%	84%
<b>Key Stage 1</b>					
Reading	67%	58%	70%	78%	78%
Writing	64%	50%	70%	73%	73%
Maths	71%	75%	70%	79%	79%
<b>Key Stage 2</b>					
Reading	71%	57%	75%	62%	78%
Writing	83%	86%	82%	68%	83%
Maths	83%	86%	82%	67%	84%
SPAG	77%	85%	75%	67%	83%
RWM combined	69%	57%	71%	51%	71%
<b>Progress Key Stage 2</b>					
Reading	-0.5	-2.23	-0.03	-0.60	0.3
Writing	3.36	3.18	3.40	-0.40	0.2
Maths	1.46	3.75	0.89	-0.60	0.3

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
<b>A.</b>	Children enter with significantly low levels of language and literacy skills and personal, social and emotional skills				
<b>B.</b>	Significantly high number of pupil premium children across the academy				
<b>C.</b>	Some pupil premium children are not making sufficient progress in reading across KS2				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
<b>D.</b>	Attendance and punctuality issues for a number of pupil premium children				
<b>4. Desired outcomes</b>					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
<b>A.</b>	Improve language, literacy and PSED skills. To develop reading approaches for comprehension and reading speed to impact on KS2 assessments.			To raise standards across all subjects, especially focussing on fluency and comprehension skills. To immerse our children in a vocabulary rich environment. To expose our children to a high range of quality texts. To develop confidence and resilience with our children to face challenges. To develop growth mind-sets.	
<b>B.</b>	Target intervention and nurture support for pupil premium pupils in reading, writing, maths and social emotional development.			Half termly pupil progress review meetings. Pupil premium achievements will be tracked and next steps for learning will be planned for to ensure progress. Senior leaders will evaluate data and monitor progress. Focussed intervention for vulnerable learners.	
<b>C.</b>	Higher rates of progress in reading for pupil premium children.			Pupil premium pupils make as much progress in KS2 as non-pupil premium pupils and the gap is closed to ARE in each year group across KS2. All children to make expected or accelerated progress by the end of KS2.	
<b>D.</b>	Increased attendance and punctuality rate for pupil premium children.			Reduce the number of persistent absentees among pupil premium pupils. To track punctuality on a daily basis and address concerns when needed.	
<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>19/20</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

A, B, C, D	To identify pupil premium pupils and raise standards across the board, focusing on fluency and comprehension skills.	Mentor KS1/KS2 with reading approaches for comprehension and developing reading speeds to impact on assessments. By improving fluency rates across the academy will impact on children accessing the texts by the end of year 6.	Monitoring and tracking of progress, observations of provision. Monitoring of teaching and learning. Challenge board scrutiny.	SM DH	Half-termly PP children monitored in half termly pupil progress meetings.
A,B,C	Continuing professional development for staff and leadership.	Upskill HLTA's, NQT's and allow staff to access DFL, NPQML, NPQH. CPD to further develop knowledge in foundation subjects in order to provide outstanding provision.	Monitoring of teaching and learning. Data tracking. Staff evaluations.	SLT	Termly CPD offered in line with new developments and OFSTED framework.
A, B, C	Lexia intervention, Spelling Shed and other web based subscriptions.	Web based reading and spelling intervention tool, which improves language and comprehension development. The academy also subscribes to a variety of software that may support children at home as well as in school.	Monitoring traffic on subscriptions. Certificates linked to these subscriptions.	SM AF RH	Termly Lexia to be discontinued and Maths Shed to be introduced.
B, C	PIXL intervention in all year groups.	Key marginal children identified across the academy in order to raise attainment in combined measures and individual subject's. Therapies used to teach specific next steps.	Continuous monitoring of data and analysis of QLAs to identify next steps.	DH KG	Half-termly Continue to be monitored in PP meetings and monitored by PIXL lead.
<b>Total budgeted cost</b>					<b>£40,150</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B,C	Reading support.	Reading teacher employed to support reading across EYFS/KS1. Additional TA employed one afternoon per week for reading intervention. In addition, an adult employed three afternoons per week as 1:1 reading support for half an hour per day, designed to develop fluency, comprehension and confidence. Phonics CPD training for new staff and resources purchased for booster phonic sessions.	Evaluation of impact of support/ interventions on PP pupil progress on a ½ termly basis. Monitoring of the impact of phonics and RW Inc. Lesson observations and learning walks. Book scrutinises	JH	Half termly
B	FFT, target setting and data support	Data analysis/ mentoring/ leadership support via FFT training, FFT license agreement. Data analysis team ½ termly support.	Data will be analysed and discussed ½ termly at challenge board meetings. CPD for staff so that all are aware and confident in the use of these systems and the tracking of pupils.	DH SLT	Half-termly, data discussed internally and externally at challengeboard.
B,C	Focussed intervention and nurture groups across the academy	Children access a high level of focused and personalised quality first teaching in smaller groups and intervention from skilled, experienced and qualified staff in the mornings	Monitor impact of nurture groups on closing the gap to ARE for PP pupils in all areas of the curriculum and across all phases.	KB SLT	Half termly. Nurture groups reviewed frequently to monitor impact.
A, C	PIXL License, Training/Coaching Days	Improving life chances for young people through improved educational achievement and enhanced self-esteem in order to connect them to worthy progression routes in the next stage of their education.	Fluid targeted support for vulnerable learners in order to maximise outcomes and attainment for all.	SF	Termly
A, B, D	Educational Psychologist (commissioned)	Resilience programme, EP assessments and reporting/advice (above the EP allocation from the LA)	Support with reports and graduated response for vulnerable children. Targeted support for vulnerable families, individuals and to advise the academy on appropriate support.	BP LS KB	Termly
A, B, D	Academy Counsellor/Play Therapist	Academy Counsellor works with children who have social and emotional needs	Support with reports and graduated response for vulnerable children. Targeted support for vulnerable families, individuals and to advise the academy on appropriate support.	GH KB LS	Termly

A, B, C, D	Pastoral Support Lead	Additional support for children with a range of emotional, social, behavioural needs (including attendance/punctuality) to support progress. Family support work with parents/carers. Supports with day-to-day attendance and monitoring of first day response, liaising with relevant agencies and safeguarding.	Increased rates of attendance observed. Regular vulnerable pupils meetings in order to support and track our vulnerable children. Increased parental engagement noted due to family engagement.	TG LS	Termly
A, B, C, D	Behaviour support assistant	Additional support for children in the classroom and outside to access their curriculum entitlement.	To engage and support parents, carers and children. Timetable to allocate support across the academy to enable all vulnerable learners access to relevant behaviour support.	CW LS	Half termly
A, B, C, D	Additional attendance tracking for vulnerable PP children in response to COVID-19  Additional resources provided to families to ensure their basic needs are met and they have the resources to complete home learning.  Summer club provision, including catering for the most vulnerable.	Due to national lockdown and the number of vulnerable and pupil premium children across the academy, children and families to be offered pastoral and welfare support to ensure wellbeing of all.  Due to the effects of the national pandemic, basic needs of the majority of our pupil premium families were impacted. Furlough, job losses, children not receiving meals within school, including breakfast club, left our families even more vulnerable. Our rationale is to ensure their basic needs are met, to ensure safety, appropriate provision and support at a time that is crucial.  To ensure that families and children are supported throughout the summer holidays.	By engagement with families through doorstep visits and online support. Reviewing and responding to these avenues.  Feedback from clubs, pupil, staff and parent voice.	LS KB TG CW SLT	Half termly
<b>Total budgeted cost</b>					<b>£132,660</b>
B, C	Learning and Language	Targeted learning assessments at all levels; strategies to support pupils, teachers and parents, applications or additional SATs time etc.	Detailed assessments of SEND and vulnerable pupils. Identification of pupils needing additional time in tests.	KB SM SLT	Half-termly

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A, D	Provide children with free extended schools activities.	Children are able to develop their talents and succeed in a wide range of sport, arts and academic areas. They are developed as full rounded young citizens with a wide range of skills and interests.	Feedback from clubs. Pupil voice and parent questionnaires.	SN SLT	Termly
A, D	Educational visits	Enriching the curriculum through educational visits and learning opportunities linked to classroom topics and to expose children to a variety of life experiences.	Feedback from staff. Pupil voice and parent questionnaires.	RH SLT	Termly Link to knowledge organisers and passport links.
A, D	Provide children with highly subsidised access to sporting and cultural events.	To provide a broad and balanced curriculum so that children are enabled to develop a wide range of interests through memorable and significant opportunities. Their experience of life is widened. Includes Middlesbrough Sports Partnership contribution and swimming programme.	Feedback from staff. Pupil voice and parent questionnaires.	SH LS	Termly
D	Prizes and trophies	The children are rewarded for 100% attendance, reading rewards and weekly assembly rewards.	Attendance rates rise. Success is celebrated in weekly assemblies Pupils and parent voice	LS	Termly
A, B, D	To provide music education to a high standard.	Specialist Music Teacher to deliver coaching and mentoring to upskill staff.	Staff to be more confident with music provision. Lesson observations and staff voice.	LS	Termly This offers staff CPD opportunities.
A, B, D	Evolve educational visits database	A fully managed and robust online system that simplifies the process of planning, processing, monitoring, evaluating and reporting of educational	Trips are booked in a timely manner and all documentation in place. Evolve CPD for all.	RH	Termly
A, B, D	Academy Student Council	Developing children as leaders – building belief and extending life skills; taking a lead and contributing to academy decision making.	Pupil voice	SD	Termly

A, B	Developing Future Leaders	Middle leadership training to develop leadership skills including coaching and mentoring	Middle leaders are upskilled and opportunities are given to develop their skills through monitoring and data analysis and reporting to	EC SLT	Termly thereafter. DHT's enrolled on bespoke leadership programme.
A, B, C, D	Educational leadership consultancy	Leadership training for all SLT/TLR groups, encouraging staff to be reflective and evaluative.	Leadership coach provides tailor made support for leaders at all levels through workshops. Leaders more confident and competent in their roles and	JS	Termly .
A, B, D	Trust wide music performances	Collective performances with schools across the Trust.	Staff to be more confident with music provision. Lesson observations and staff voice. Enrichments opportunities shared by all stakeholders.	LS	Termly
B	CPOMS	Online safeguarding system	Regular monitoring of the CPOMS system. Meetings with parents and other stakeholders and involvement with any early help services if required.	LS	Termly Regular CPD to streamline information management system.
A, B, C, D	iPad investment	The academy has invested in IT equipment for the children. Having technology like iPads in the classroom and other mobile devices can provide opportunities for students to be able to work and excel at their own level and pace.	Hardware purchased to ensure all children have access to It and can use this in all curriculum areas. Lesson observations. Staff feedback	LS SLT	Half-termly
A, B, D	Uniform support/ Hardship fund	Supports our most disadvantaged families to provide school uniforms. Uniform promotes a sense of community	All children have the same access to basic needs being met. Daily observations.	LS TG	Termly
<b>Total budgeted cost</b>					<b>£72,050</b>