

BRATTON PRIMARY SCHOOL  
**PUPIL PREMIUM PLAN**  
 September 2020 – July 2021



PUPIL PREMIUM FRAMEWORK and STRUCTURES				
<b>Objective</b>	To allocate the additional funding provided to schools to support specific groups of children vulnerable to possible underachievement.			
<b>Success Criteria and outcomes: Academic and Social.</b>	<ul style="list-style-type: none"> <li>Quality first teaching support across the school to yield performance outcomes linked in with SIP priority 1.</li> <li>Identified Pupil Premium pupils to reach at least nationally expected levels of attainment or make expected or better progress,</li> <li>Ensure opportunities, both academic and social, are provided to help PP pupils both flourish and achieve as learners.</li> <li>High quality applications and resources to lead to focused intervention programmes across the school, yielding performance outcomes linked in with SIP priority 1.</li> <li>Targeted enrichment programmes to be facilitated.</li> <li>By July data to show points impact on targeted pupils who have worked with interventions.</li> </ul>			
<b>Areas for development and improvement:</b>	<b>Actions and required changes for improvement</b>	<b>Contribution from PP Funding</b>	<b>Intended impact Ragged achievement of outcome</b>	<b>Lessons learned</b>
To better identify pupils and set up early interventions to embed progress	<ul style="list-style-type: none"> <li>Current pupils continue to be identified on the school's assessment system through Pupil Progress meetings with targeted interventions then put in place, monitored and reviewed on a 6 weekly basis.</li> <li>Purchase Cambridge Assessments InCas baseline assessment package, allowing for ongoing year on year tracking of performance for all children, feeding in to goal setting and aiding identification of key learning gaps individually and in groups of students.</li> <li>Links in with SIP outcome priority 1.</li> </ul>	<ul style="list-style-type: none"> <li>£2900</li> </ul>	<ul style="list-style-type: none"> <li>6 days supply cover will facilitate focused pupil progress meetings with all staff across the 3 terms, better identifying need and creating targeted intervention plans for children's enhanced progress</li> <li>Purchase InCas and Base assessment packages for the whole school. Self-learning, individualised cognitive profiling assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Interventions allowed for targeted plans to accelerate identified groups of children</li> <li>InCas although it provided detailed assessment, it was far too wieldy as took a considerable time to input data which took away valuable learning time.</li> <li>Seek an alternative assessment tool</li> </ul>
To provide defined professional development for all staff in focussed approaches to mathematics, reading and writing teaching.	<ul style="list-style-type: none"> <li>CPD training to be sourced for whole school mathematics, reading and writing, encompassing learning and teaching approaches and curriculum skill development, improving delivery and impact for all pupils.</li> <li>Will also allow for resources to be purchased in support of training and facilitate follow up through in house high quality CPD, aiding dissemination and take up of best practice.</li> <li>Majority of CPD will now be accessed online, but the advantage this gives is we can explore training delivered from around the Country, giving access to greater breadth</li> </ul>	<ul style="list-style-type: none"> <li>£8000</li> </ul>	<ul style="list-style-type: none"> <li>EEF Toolkit identifies impact of this; high quality teaching the key, rather than the program used.</li> <li>Will give support to children across the school in all year groups through quality first teaching.</li> <li>Judgement of success in data points across the year, linked to SIP area 1 success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>QFT was inconsistent across school so we will continue with this approach next year to ensure that consistency is embedded.</li> <li>Assessment was linked appropriately but Covid has hampered judgements of success as home learning was difficult to assess as to whether it was completed independently or not.</li> </ul>

<p>To buy in intervention programs for reading. To buy in a reading package that leads to rapid targeted intervention and focus on word reading and comprehension reading skills, both in school and at home</p>	<ul style="list-style-type: none"> <li>• With enforced absence from school due to Covid-19 national research indicates there is likely to be increased gaps in reading experiences across the pupils in school</li> <li>• Analysis of InCas data indicates some disparity between reading decoding and reading comprehension accuracy and confidence</li> <li>• The resources will also be available online, allowing for increased home usage, consolidation and development, alongside in school learning</li> <li>• The resources will allow for intervention and catch up programmes to also be initiated for reading and for vocabulary acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>• £600</li> <li>• £840</li> <li>• £275</li> <li>• £275</li> </ul>	<ul style="list-style-type: none"> <li>• The programs to be purchased - Reading Eggs. This allows children to have focused targeted reading at their levels, with incentivised interventions and follow up activities provide in small bursts, with measurable progression steps along the way, evidencing the impact of the interventions and bridging key learning gaps.</li> <li>• We will also purchase 'Comprehension Crackers', which are accessible, differentiated reading comprehension packages, as well as 'Reading planet' which allows for multiple age banded and ability mapped texts to be accessed both at home and at school</li> <li>• The resource packages will target word reading and comprehension reading skill acquisition from the curriculum and will allow staff and parents to tailor follow up work to the needs of each child.</li> <li>• Resources will also provide excellent support and tuition to parents in terms of working with their children in using the appropriate techniques and strategies</li> <li>• Will lead to greater parental and teacher collaboration and shared goal identification for pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Eggs was completed during remote learning. It was monitored by teachers and additional tasks set.</li> <li>• Headstart comprehensions was purchased in preference to Comprehension Crackers.</li> <li>• Since September we have reassessed our reading philosophy along side support from the county lead professional. We now have a more effective way to target reading with whole class reading approaches.</li> </ul>
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<p>To buy in intervention programs for maths. To buy in maths package that leads to rapid targeted intervention and focus on core calculation skills, both in school and at home</p>	<ul style="list-style-type: none"> <li>• Analysis of data from last year and InCas baseline testing indicates need for catch up and focus on core skills for target children, as well as rapid acceleration of mental maths skills.</li> <li>• Resources will allow teachers to support and intervene for key target groups of children in core maths and mental maths skills. Purchase to be made by Maths Lead of external application tools and package to support teaching and learning in bridging the key performance gaps identified in data analysis.</li> <li>• Analysis of data from 2019 with specific group focus on PP and disadvantaged learners.</li> <li>• Leadership group to agree package to be used within the school both by teachers as well as TA's and at home by parents and children independently</li> </ul>	<ul style="list-style-type: none"> <li>• £600</li> <li>• £1000</li> <li>• £1000</li> </ul>	<ul style="list-style-type: none"> <li>• The programs to be purchased - Mathletics and Mathseeds for KS1, will allow children to have focused targeted boosting and incentivised interventions in small bursts, with measurable progression steps along the way, evidencing the impact of the interventions and bridging key learning gaps.</li> <li>• We will also look into purchasing 'Doodle maths' – a focussed 10 minute a day intervention, support and extension programme for maths. This is a self-learning tool that feeds in support and development for all pupils in maths, building in support and challenge at their own level of learning.</li> <li>• The resource packages will target core calculation and mental maths skill acquisition from the curriculum and will allow staff and parents to tailor follow up work to the needs of each child.</li> <li>• Resources will also provide excellent support and tuition to parents in terms of working with their children in using the appropriate techniques and strategies</li> <li>• Will lead to greater parental and teacher collaboration and shared goal identification for pupils</li> <li>• Also to purchase on-going Professor Assessor in class mathematics support and intervention programme</li> </ul>	<ul style="list-style-type: none"> <li>• Since June a decision was made to use White Rose maths and along with support from the county's lead professional for maths, we now have adopted this approach across the school. Impact has been a more cohesive approach to teaching maths whilst using the CPA approach (concrete, practical, abstract). A considerable investment was made to purchase manipulatives to enable DLs to fully benefit from this new way of teaching and learning maths.</li> <li>• We will continue with Professor Assessor as a class intervention along with Got-it groups to ensure DLs keep up and not have to catch up.</li> </ul>
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<p>To provide activities building independence and self-esteem</p>	<ul style="list-style-type: none"> <li>• Linking in with the schools recovery curriculum focus, following Covid-19, to support class assemblies, PSHE work and pastoral support</li> <li>• Programmes to be identified to support targeted children, including enriching ELSA resources, PE provision, problem solving activities and social awareness programmes.</li> <li>• Provision of clubs and enrichment activities, aimed at supporting in class play and collaboration as well as through interventions and small group work</li> </ul>	<ul style="list-style-type: none"> <li>• £2500</li> </ul>	<ul style="list-style-type: none"> <li>• Increase access for children to mental health first aid programmes and on-going structured support ensuring open dialogue and mapped out follow up interventions.</li> <li>• Encourage participation of pupils in new activities, enrichment, discipline and sense of achievement.</li> <li>• The resilience and perseverance skills will then hopefully be embedded and cross over to academic work.</li> <li>• Looking into purchasing a whole school wellbeing measurement and support app, via Pearson. This will allow for more targeted intervention and support for our PP children and for the whole school</li> </ul>	<p>Continue with these approaches through ELSA and Jigsaw PSHE Jennifer.</p>
<p>To run small group tuition provided by a dedicated teacher</p>	<ul style="list-style-type: none"> <li>• An intervention teacher to be employed for 1.5 FTE to undertake focused, small group intervention, booster and catch up work, working on reading, writing, SPAG and maths across the whole year, for all year groups.</li> </ul>	<ul style="list-style-type: none"> <li>• £15,000</li> </ul>	<ul style="list-style-type: none"> <li>• Sutton Trust Toolkit identifies impact of this; high quality teaching the key, rather than the program used.</li> <li>• Will give group support to children across the year in all year groups.</li> <li>• Judgement of success in data points across the year, linked to SIP area 1 success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• More hours are to be given to TAs along with extra training to provide effective interventions that target under achievement and catch up.</li> </ul>
<p>To provide access to in-school counselling, pupil and parent pastoral support.</p>	<ul style="list-style-type: none"> <li>• School has a Pastoral Care Manager who supports families and pupil for a range of needs, including: administrative support for the school's SENCo; access to parenting classes; liaison with MAF; links with CAMHS and Health Services; Secondary enhanced transition and ELSA based work.</li> <li>• Family and parental discussions provided through pastoral contact as well as supported access, through the school's Pastoral Care Manager, for parents</li> <li>• wishing to access formal parental advice and support.</li> </ul>	<ul style="list-style-type: none"> <li>• £5,000</li> </ul>	<ul style="list-style-type: none"> <li>• Providing invaluable support and direction to many children, helping them access the school day as well as the curriculum, talking through concerns and worries, linking with parents, ensuring progress can then be made in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with this approach</li> </ul>

Disadvantaged subsidy	<ul style="list-style-type: none"> <li>Support is available for pupils who have specific needs eg. Residential Accommodation, Clothes, Instrument lessons, courses, respite, BreakfastClub, Swimming etc.</li> </ul>	<ul style="list-style-type: none"> <li>£2000</li> </ul>	<ul style="list-style-type: none"> <li>This facilitates uptake of activities and sessions otherwise unavailable to all children e.g. residential trips, outside school hours clubs, music tuition etc.</li> </ul>	<ul style="list-style-type: none"> <li>The pandemic had a detrimental effect on the school's ability to be able to attend residential etc.</li> <li>Continue with this approach this year while focusing on the current Y6 children who have not been able to enjoy these activities as was originally hoped.</li> </ul>
To provide extended support for PPG children.	<ul style="list-style-type: none"> <li>The School's Breakfast Club supports PPG children and after School Clubs(Free for PPG children) support social inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>£1000</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Continue with this approach</li> </ul>
<b>TOTAL INCOME</b>		<b>£ 42,192</b>		
<b>TOTAL EXPENDITURE</b>		<b>£ 40,990</b>		
<b>SURPLUS YET TO BE ALLOCATED</b>		<b>£ 1,202</b>		