

The Bramble Academy

|  |
| --- |
| 1. **Summary information**
 |
| **School** | The Bramble Academy |
| **Academic Year** | 2017/18 | **Total PP budget** | £168919 |
| **Total number of pupils** | 201 | **Number of pupils eligible for PP** | 84 | **Date for next internal review of this strategy** | 10/2017 |
| **Pupil Premium Children** |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Boys** | **Girls** | **Total** | **Boys** | **Girls** | **Total** | **Boys** | **Girls** | **Total** | **Boys** | **Girls** | **Total** | **Boys** | **Girls** | **Total** | **Boys** | **Girls** | **Total** |
| **7** | **5** | **11** | **7** | **4** | **11** | **6** | **8** | **14** | **8** | **4** | **12** | **11** | **7** | **18** | **11** | **6** | **17** |
| **Total Boys** | **50** |
| **Total Girls** | **34** |

**Outcomes 2016/17**

**Year 2**

|  |
| --- |
| **% MET THE EXPECTED STANDARD or greater** |
|   | **READING**  | **WRITING** | **MATHS** |
| **ALL PUPILS** | 56% | 52% | 56% |
| **BOYS**  | 50% | 50% | 58% |
| **GIRLS** | 60% | 53% | 53% |
| **PP** | 40% | 47% | 53% |

**Year 6**

**Attainment**

|  |
| --- |
| **AVERAGE SCALED SCORES** |
|   | **READING** | **GPS** | **MATHS** | **Writing** | **RWGPS** |
| **ALL PUPILS** | 96.07 | 100.25 | 98.52 | N/A | 98.28 |
| **BOYS**  | 92.40 | 97.80 | 98.67 | N/A | 96.29 |
| **GIRLS** | 98.11 | 101.61 | 98.44 | N/A | 99.39 |
| **PP** | 94.40 | 99.30 | 97.40 | N/A | 97.03 |

|  |
| --- |
| **% MET THE EXPECTED STANDARD (100+)** |
|   | **READING**  | **GPS** | **MATHS** | **Writing** | **RWM** |
| **ALL PUPILS** | 32% | 57% | 50% | 71% | 29% |
| **BOYS**  | 20% | 40% | 40% | 60% | 10% |
| **GIRLS** | 39% | 67% | 56% | 78% | 39% |
| **PP** | 20% | 55% | 45% | 70% | 15% |

|  |
| --- |
| **% MET 99+** |
|   | **READING** | **GPS** | **MATHS** | **Writing** | **RWM** |
| **ALL PUPILS** | 43% | 64% | 54% | 71% | 36% |
| **BOYS**  | 30% | 40% | 50% | 60% | 10% |
| **GIRLS** | 56% | 78% | 56% | 78% | 39% |
| **PP** | 30% | 55% | 45% | 70% | 15% |

If the threshold had been left at 21 (as per last year):

|  |
| --- |
| **% MET THE EXPECTED STANDARD**  |
| **If 100 threshold the same for Reading as last year** |
|   | **READING** | **GPS** | **MATHS** | **Writing** | **RWM** |
| **ALL PUPILS** | 61% | 57% | 50% | 71% | 46% |
| **BOYS**  | 40% | 40% | 40% | 60% | 30% |
| **GIRLS** | 72% | 67% | 56% | 78% | 56% |
| **PP** | 58% | 55% | 45% | 70% | 47% |

|  |
| --- |
| **Planned expenditure 2017/18** |
| 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.  |
| 1. **Quality of teaching for all**
 |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Pupil Premium children make gains so that they achieve or exceed their targets with a focus on reading. | To ensure Quality First teaching in all classrooms.-High quality CPD delivered in partnership by the Teaching and Learning Mentor and Pupil Premium.- Targeted mentoring support and lesson study work for staff- Pathway 3- 6x sessions a year to upskill teachers in clusters on PP/HA PP/SEND | Reading is a whole school priority identified on the SIP. Targeted support which is focussed on the learning needs of the Pupil Premium children and which will enable them to make at least sufficient progress in reading.  | Focus on Priority 1 (Teaching and Learning) and Priority 2 (Pupil Premium) on Transition to Transformation. Outcomes from data, Learning Walks, drop in to PP TA interventions, Observations and Pupil Progress Meetings and QA feedback from staff will ensure that the money is being used effectively.  | AM/SS | Half-Termly |
| Children who access adapted provision make appropriate gains for their individual needs.  | Extend nurture group provision (Bramble Den) and focus on Social, Emotional and mental health. | Children in Bramble Den need a personalised provision that enables them to access as much of the main class learning as appropriate This was a proven strategy that made an impact last year.  | Focus on Priority 2 on Transition to Transformation. PSD PIVATs, Readiness for Reintegration and Boxall, Pupil Progress Meetings and learning walks, regular reports on outcomes which demonstrate value for money. Work in class to be matched to their ability so that they are able to access learning in their classroom both with some teacher support but also independently. Half termly QA and impact reports on pupils to show academic and softer progress measures.**£24606** | AM/SS | Half-Termly |
| Children’s understanding of the outside world is developed through at least 1 trip per term which increases engagement at the academy for all pupils. | Educational trips identified for PP pupils including curriculum visits and sporting activities. | We believe that it is important that the children have a wide range of experiences to draw upon through their education. Wherever possible, staff should make use of the Trust minibuses to keep costs lower and ensure that the money can be spent on the experiences. E.g. Pupil Premium sports event organised by Mansfield School Games Partnership, Mansfield Museum, local visits to Oxclose Woods.  | Pupil Premium funding is used to subsidise contributions and monitored to ensure that it is used appropriately and on trips which genuinely broaden pupils’ horizons. This will be also monitored through children’s attainment and engagement in school and through registers for all trips, half-termly student voice and monitoring of their attendance and behaviour.**£1250** | AG/AM | Half termly |
| **Total budgeted cost** | **£25,856** |
| 1. **Targeted support**
 |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Improve the Reading outcomes of children in Years 5 and 6 so that Pupil Premium children make appropriate age-related gains. | Sound TrainingOther targeted interventions:- Switch On | This strategy worked well last year for the current Y6s when they were in Y5- as evidenced by the Single Word Reading Test (SWRT). | Focus is Priority 1 on SIP. Monitoring of the provision given and pre and post assessment to show children’s progress. Pupil Progress Meetings.**£5250** | AG/AM/LC/AL/ET | After the 8 weeks |
| Improve Pupil Premium children’s attendance to 96% through the employment of a Family Liaison/Attendance Officer. | Graduated response through first day calling, home visits and fixed penalty notices.Hold attendance panel when attendance drops below 90%.To work with families and provide support.  | Attendance is a whole school priority (Priority 3 on Transition to Transformation). The previous person responsible for attendance was a Class Teacher and unable to conduct home visits/attendance panels due to teaching restrictions. Having a tighter system in place with an immediate response to ensure that the graduated response is intiated  | Weekly attendance reports/STATs emailed to all staff regarding their pupil’s attendance.Log/report of home visits conducted and the outcomes.Minutes of meetings recorded and logged. Comparison reports of PP attendance against non-PP attendance. **£13,461** | SO’L/SB/ AM | Half-Termly |
| Improve outcomes for Pupil Premium Children at the end of Y6. | Full time TA support to target Pupil Premium children for Reading, Writing, Grammar, Punctuation, Spelling and Maths. Free Revision Breakfast club for children, funding for staff at lunchtime and after the school day.1 hour of Reading, 1 hour of writing, 1 hour of maths, 1 hour of GPS and additional 30mins of spelling.All children baselinedAdapted curriculum to ensure that pupils are prepared with test format familiarisation. After school booster sessions to begin January 2018.Intensive monitoring by SS/Trust through fortnightly meetings to review progress/gaps/boosters/interventions.Testing half-termly which will to be moderated by SS.QLA half-termly following test outcomes. Individualised spellings from Statutory list. | Small Group sessions aimed at areas of need. This includes a holiday club over the Easter Holidays.After school booster sessions worked well last year to improve children’s test scores. Fortnightly achievement meetings for Y6. | Regular monitoring of who is attending and the quality of the provision through bi-weekly meetings with LC/AL, observations and Pupil Progress Meetings as well as data scrutiny.**£24,606****£500 – revision breakfast.**  | AM/LC/AL | Bi-Weekly |
| Increase the number of children achieving Age Related Outcomes in Years 2  | Funding for 2 members of staff to do the Switch On Intervention- one to work with KS1, one to work in KS2.  | 4 x a week 1:1 sessions aimed at children who need to catch up to ARE | Focus is Priority 1 on the Autumn Improvement Plan Regular drop ins to check efficacy.**£7250 – sound training****£2000 additional training** | AM/ MW/ AG/ RE/ SS | Half-Termly |
| Improve children’s personal and social development through weekly sessions with a health mentor.  | Health Mentor employed 2 days a week to work with selected Y5/6 boys.  | Pupil Premium children (particularly boys) with SEMH issues in Y5 and Y6 which can impact negatively on their behaviour for learning.  | Pre and post assessments completed by Health Mentor for each child he works with. Weekly discussions with AM. 1:1 sessions where children can discuss personal issues.Provide in class support for the children selected.Organise and run lunchtime activities/games for year 5/6 children. Health Mentor to provide a termly impact report.**£9500** | AM | Half-Termly |
| For TA’s to deliver high quality, effective interventions targeting the needs of Pupil Premium children throughout the school with a maths and English focus.  | Targeted interventions with an English and Maths focus to be delivered by the Pupil Premium TA’s.  | PP children significantly underperform non-PP children in most year groups. In year groups where this is not evident, the majority of the cohort are PP and all children’s attainment is below age related expectations.  | Focus children identified by class teachers. TA’s to deliver high quality interventions for PP children to narrow the gaps.**£8500 for interventions** **TA Costs:****-£24,606 – Bramble Den****-£26,860 – PP TA (KS1****-£24,606 – PP TA (KS2)****-£24,606 – PP TA (Foundation 2)** | AM/AL/AG | Half-Termly |
| **Total budgeted cost** | **£147,139** |
| 1. **Other approaches**
 |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| All Pupil Premium children attend school wearing uniform. | Funding available for Pupil Premium children whose parents/carers cannot afford to purchase a school jumper/cardigan.  | Children will feel proud and a sense of belonging through wearing the Bramble Uniform which is part of our drive to achieve scholastic excellence. | AS to be the main link person on SLT to ensure that uniform is still fit for purpose and order any replacements as appropriate.**£500** | AS | Termly |
| Pupils are engaged and enjoy their free time.Behaviour incidents are minimal and dealt with effectively. | Training and resources for Play Leaders (LC) and children’s sports leaders (LS) to run lunchtime activities with the children.Health Mentor (AM) to run lunchtime activities with Y5/6 two days a week.  | Activities engage and enthuses children in order for them to stay active and engaged.Training for Year 5 and 6 Sports Leaders (LS). | Children’s feedback through pupil voice and through regular monitoring.Health Mentor: **out of the £9500****Resources: £4000** | LC/AM/LS | Bi-Weekly |
| Curriculum resources and targeted support available for children in Years 2 and 6.  | TA’s to deliver targeted interventions based on the outcomes of GLS assessments and gap analysis. Resources purchased as revision aids.Resources to support teaching and learning and targeted interventions.Revision aids for Pupil Premium children to take home. | Low numbers of Pupil Premium children working at ARE. A high number of Pupil Premium children are not able to access revision aids at home.  | Feedback from Class teachers/parents/children. Children’s feedback through pupil voice about which type of revision aids would help them learn better. E.g. Audio guides/revision books. **£470** | AM/SS/LC/AL/AG/LF/HG | Half-Termly |
| **Total budgeted cost** | **£4970** |
| **Grand total budgeted cost** | **£153,120** |