



Pupil Premium Expenditure Plan and Evaluation – The Bramble Academy

1. Summary information					
School	The Bramble Academy				
Academic Year	2019/20	Total PP budget	£75, 140	Date of most recent PP Review	Term 3 2017
Total number of pupils	156	Number of pupils eligible for PP	56	Date for next internal review of this strategy	Dec 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	15	60
% making expected progress in reading (as measured in the school)	53	80
% making expected progress in writing (as measured in the school)	69	80
% making expected progress in mathematics (as measured in the school)	30	60
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Some pupils eligible for pupil premium make less progress in core subjects than none pupil premium pupils.	
B.	Some pupils eligible for pupil premium have a limited understanding and use of vocabulary and reading skills.	
C.	To raise the aspirations of pupils eligible for Pupil Premium and for them to have an increased understanding of their own attendance, behaviour, engagement and future potential prospects	



Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	Some pupils eligible for Pupil Premium have emotional difficulties which impacts on their emotional wellbeing, engagement, stability, employment and ability to make progress.	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Higher rates of progress across school for pupils eligible for Pupil Premium.	KS1 results in line with targets for PP pupils and pupils make positive progress overall. KS2 results in line with targets for PP pupils and make positive overall.
B.	All pupils in receipt of PP will have improved understanding of vocabulary and improved reading skills	<p>A positive impact on progress and attainment for pupils in receipt of PP funding. Staff CPD to develop whole class reading provision and reading for pleasure opportunities is evident in reading logs and reading test scores.</p> <p>Observations show whole class teaching expose all pupils including targeted PP pupils to ARE vocabulary. Pupils are able to identify and apply reading skills independently. Reading scores for PP pupils at least in line with ARE.</p>
C.	To raise the aspirations of pupils eligible for Pupil Premium and for them to have an increased understanding of their own attendance, behaviour, engagement and future potential prospects.	<p>PP pupil attendance to enrichment activities at least in line with that of their peers.</p> <p>PP pupil attendance at least in line with that of their peers as well as the national average.</p>
D.	Emotional difficulties experienced by pupil premium children to be addressed.	<p>Staff are trained to identify the appropriate intervention depending on each child's individual needs.</p> <p>Pupils eligible for PP access interventions and support that help to modify and regulate their emotional stability.</p> <p>A cycle of robust monitoring through observations, professional dialogue, and a range of data and tracking shows that the interventions are having a positive impact on pupils engagement and progress.</p>



5. Review of expenditure			
Previous Academic Year		2018/19	
i. Closing the achievement gap			
Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Improve writing skills	<p>Broadly in line for PP and non-PP pupils. 69% of PP pupils compared to 72% (all) achieved the required standard.</p> <p>All students where targeted 100 at Year 2 (Expected progress). For year 6 students that where GLD at KS1 they where targeted GLD at KS2. Everyone else was targeted expected (100 scaled score) regardless on what they achieved at KS1.</p>	<p>Talk for write intervention and CPD did improve the pupils progress in writing as evidenced through moderation. However, this was not seen across the whole school so in 2019/20 a full whole school approach is being installed for cursive writing, pen licences and scholastic excellence in books as tracked and monitored fortnightly and fed in to staff training.</p> <p>SLE training for Leaders/staff who are no longer at the Academy was not value for money and did not impact the progressive improvements in hand writing across the academy.</p>	£850 + £300 + £1050
Improve reading skills	<p>Below with PP pupils attaining 53% compared to 61% for all pupils.</p> <p>All students where targeted 100 at Year 2 (Expected progress). For year 6 students that where GLD at KS1 they where targeted GLD at KS2. Everyone else was targeted expected (100 scaled score) regardless on what they achieved at KS1.</p>	<p>Reading interventions schemes (toe-by-toe) and books were installed and purchased did not have the required impact on pupils reading progress rates in all cases. A full whole school strategy has been devised to learn from this in 2019/20 which focuses on; teaching reading, comprehension and novel study allied with specific interventions for pupils in lessons and for those who need additional support.</p>	£4500 - books
ii. PDBW			
Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost



Improved attendance for PP pupils	PP Attendance: 93.81 (96.62 non PP)	Trust support to oversee best practice for Attendance, weekly reports, home visits, graduated response, rewards and recognition for good/excellent attendance and panel meetings.	Scale 5 attendance officer salary
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iii. Planned expenditure

Academic year	2019/20
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i. Closing the achievement gap

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staff training on the teaching of reading, comprehension, novel study	Each classroom has a reading area and a range of accessible books which are clearly labeled with enriched texts – leading to higher rates of progress for pupils eligible for PP	Previous data shows that some PP pupils are making less progress than pupils who are none PP in many aspects of core and foundation subjects. We strive to ensure that all pupils can achieve higher standards of attainment. We want to train both teaching staff and teaching assistants to enable them to provide support and appropriate scaffolding for pupils in their learning.	Strategy of reading developed based on evidence informed practice. Training provided to all staff. Learning walks and observations to be completed.	NE	Reviewed fortnightly Leadership preparation time Staff meeting time x6 (£1920) Leadership time equivalent to 10 days = £1,000 £2920
Staff training on marking and feedback	Progress tracked and monitored in books, providing pupils with the feedback to improve their work and make progress over time.	New policy implemented in Sept 2019 to ensure clarity for staff to support their pupils	Strategy for marking and feedback developed using evidence informed practice. Use of staff meeting sessions to provide training for all staff. Learning walks and observations to be completed with individual feedback provided to staff.	SLT	Reviewed fortnightly Leadership preparation time 2 staff meetings = £320 Leadership time equivalent to 10 days per person = £1,000 £2920



<p>Staff training on handwriting and spellings</p>	<p>Improved quality of handwriting resulting in cursive writing becoming common and daily/weekly spelling competitions completed. Spelling scores improved in line with ARE.</p>	<p>We want to invest some of the PP in a longer term change within the structure of whole class reading/writing and the teaching of vocabulary, which will secure greater progress for all pupils. This was identified as a gap from the analysis of baseline data in Sept 2019. A programme has been designed to embed this across the whole school.</p>	<p>Strategy selected using evidence of effectiveness. Use of staff meeting sessions to provide training for all staff. Learning walks and observations to be completed alongside book scrutiny.</p>	<p>NE</p>	<p>Reviewed fortnightly Leadership preparation time 1 staff x 4 hours = £160 x 2 staff meetings = £320 Staff meeting time Leadership time equivalent to 10 days per person = £1,000 (£2920)</p>
<p>The curriculum and pledge system embedded within all year groups where children access local, regional and national cultural experiences</p>	<p>Children's understanding of the outside world is developed through at least 1 cultural experience per term as part of their Bramble pledge</p>	<p>Many of the Bramble pupils have not accessed cultural or spiritual opportunities due to their socio economic background and upbringing. Evidence supports increased understanding and knowledge of our own and different cultures and experiential learning opportunities leads to increased engagement and progress over time.</p>	<p>Pledges achieved against all year groups and SMSC strands. Milestones celebrated through the achievement assembly at year end.</p>	<p>ML</p>	<p>Reviewed termly £2500 annually</p>
<p>Clic Maths initiated, Big-Cat, Read-Write-Inc established and PLD time to support staff pedagogy and interventions</p>	<p>Improve the Reading/Maths and Writing outcomes of Pupil Premium children so that they are working at least in line with their peers</p>	<p>PP pupils need to be supported through additional support and interventions to diminish gaps. A programme has been designed to embed this across the whole school.</p>	<p>Through staff meetings, additional training for staff who delivering this package and targeted coaching and modelling.</p>	<p>NE/JR</p>	<p>Reviewed half termly £600 for resources TA time: £2504.20 £3010.20</p>
<p>Total budgeted cost</p>					<p>£14, 364.20</p>



ii. PDBW					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To implement a range of interventions and support packages including ELSA and positive play to promote the emotional stability of PP pupils.	Emotional difficulties experienced by pupil premium children to be addressed.	Some of the pupils identified need targeted support in order to improve their emotional stability. Specific interventions have been identified based on data which demonstrates that they are effective in their evaluations.	TA training: Term 1. Organise the TA timetables accordingly to ensure that pastoral interventions are delivered in a timely manner to targeted pupils.	MW	Every 6 weeks using holistic data, pre and post data, lesson observations and professional dialogues including pupil progress meetings. To be reviewed termly. £850 for 5 days training. £10.72 – TA half day - £1608 £2458.00
Attendance Leader and support team employed to monitor pupils and to follow up quickly on attendance and concerns Rewards such as weekly incentives, 100% attendance trip costs are funded.	Improve Pupil Premium children's attendance to at least 96%	There is a correlation between poor attendance and lack of attainment. NFER briefing for school leaders identifies addressing attendance as a key step.	Attendance and punctuality data is regularly reviewed in meetings. Pupils of concern are identified and actions are taken to support these pupils and their families. Attendance and punctuality data is monitored and interventions in place where appropriate.	KL	£21.44 per hour x 2 hours per day £8147.20
Identification of 12 pupils in term 1 from previous academic year to ensure wrap around support to secure progress and engagement	Improved behaviour 0 FTEs Improved progress of pupils in lessons - 8 PP pupils identified	Expert SENd assessment, support, signposting and training placed for those pupils who's behaviours are identified as at risk of exclusion	Reviewed weekly through link meetings with ML	ML/JR	£21.44 per hour x 1 per day including staff training through PLD staff meetings: £1393.60 for term 1



Enrichment afternoon for those pupils, including those who are disadvantaged to recognise achievements in attendance, improved behavior and excellent achievement in line with our values shout outs	Rewarding and recognizing the achievement of children as part of the academy values promise	Pupils understand the importance of values based education and how this links to being recognised for demonstrating these. Improved attendance, engagement and progress over time. <ul style="list-style-type: none"> - Certificates (100%/best class) - Golden Enrichment – 1 per term - Badges/stickers – shout outs 	Termly assembly and review of achievements	JR	Reviewed termly £600 per term x3 - £1800
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Total budgeted cost £13,798.80

iii. Other approaches (Engagement strategies)

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Trust primary specialist support (1-days), Learning Assistant (am) to support the T&L of this cohort	Improve outcomes for Pupil Premium Children at the end of Y6.	After assessment of the current leadership team and also year 6 cohort, additional capacity is needed. JR is seconded to SLT and he will also lead small group sessions aimed at areas of need. The Trust has also deployed a specialist TA for morning sessions to work with a small group of PP pupils on engagement and access to the curriculum.	Through data and assessment monitoring, feedback and QA	JR/SR	£10.72 – TA half day - £1608 AHT salary – 1 day £6000 £7608
To install an ICT suite fully kitted to ensure pupils have access to high quality software and improve their ICT skills	Pupils access ICT as part of the curriculum and extra curricular entitlement and make progress in lessons.	There is not a current ICT suite for pupils to access and the only platform for pupils to engage with ICT is through laptops. We want PP pupils to be enthused about ICT, engage with this as part of their curriculum and develop the skills needed for the 21 st century.	Planning and implementation delivered by end of term 1 and installed in term 2	RP	Resourcing: £3000
Breakfast club for all pupils, including those who are identified as PP	Supporting our children to access the Academy in the mornings before registration.	Giving pupils access to the academy to support our families and also provide them with a meal to start to day will support their engagement in school	Analysis of pupils attending, QA of the provision and support for families that will need this service signposting	JR	2x TA (1 hours per day) - £4073.60 per year



<p>Free and concessionary places available to parents of PP pupils so their young people can attend trips. This includes free and concessionary places where parents can pay the Academy back over a negotiated period of time.</p>	<p>To ensure all PP pupils have access to extra curricular experiences and trip.</p>	<p>Evidence suggests that pupils learn more and engage with education by have a curriculum that is rich in experiences and contextually personal to them. Pupils access curriculum and extra curricular trips, develop the skills necessary to succeed and enjoy life and progress academically and socially</p>	<p>Data and tracking</p>	<p>Teachers and JV</p>	<p>Admin time not included £5000</p>
<p>To support our disadvantaged pupils by allocating a hardship fund for uniform and associated resources to allow the children to access the curriculum</p>	<p>Provide new uniform, equipment and club opportunities for our PP children. Letter detailing entitlement and support sent in term 1.</p>	<p>Inclusivity is one of our core values so all pupils have an entitlement to a education free from the ability to be unable to access this, be smart, be proud and be happy so they can achieve.</p>	<p>Tracking of funding and resources distributed</p>	<p>JV/CW</p>	<p>£4000</p>
<p>Children are supported to enjoy, play and develop leadership at lunch times</p>	<p>Character leadership developed in pupils, highly engaging and fun for pupils during structured play time and a safe area for children to play.</p>	<p>Training and resources for Play Leaders (LC) and children's sports leaders (LS) to run lunchtime activities with the children. TA to run lunchtime activities with Y5/6 two days a week. This will provide the children with opportunities to develop leadership skills and have experiences of leading play and developing responsibility.</p>	<p>QA of lunch times, associated incidents and progress of these and wellbeing of pupils through pupil voice. Data from PE lead</p>	<p>PE Lead/AS</p>	<p>Reviewed termly £4000</p>
					<p>£29,682.60</p>