



Psalm 119 (105) "Your word is a lamp to guide me and a light for my path."

Pupil premium strategy statement

1. Summary information					
School	Bramley C of E (VA) Infant and Nursery School				
Academic Year	2019-2021 (extended due to school closure during COVID)	Total PP budget	£	Date of most recent PP Review	September 2020
Total number of pupils	72 School 24 PS 12 Nursery	Number of pupils eligible for PP	3 School 2 Pre-School	Date for next internal review of this strategy	January 2021
2. Current attainment					
Due to COVID there is currently no national data to report, this statement will therefore be updated throughout the current academic year			<i>Pupils eligible for PP</i> 3	<i>Pupils not eligible for PP (national average)</i>	
EYFS					
% achieving GLD					
KS1					
% achieving in reading, writing and maths					
% making progress in reading					
% making progress in writing					
% making progress in maths					
% making progress in phonics					
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Attendance in Main School and Pre-School				

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B.	Parental engagement with their child's learning	
C.	Development of communication and literacy skills	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Early high quality language development	
E.	Attainment on entry to Pre-School or school as an in-year joiner, is lower which requires accelerated progress in order to achieve at least expected at the end of KS1	
F.	Engagement with early years support from other agencies is not always accessed or of sufficient quality	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated progress – aim to reach age related expectations or above by the end of KS1 and Phonic Screening Check	<ul style="list-style-type: none"> • Child will make accelerated progress • Data Report for EYFS and KS1 highlight PP, are produced termly and shared with staff and Governors reflect progress made • Pupil progress data meetings with teachers to address interventions that have or will take place to aid children. • Barriers to learning identified and specific actions to be followed through to create impact. • Use of diagnostic tools accurately reflects needs of individuals to support future planning. • Support from other agencies is accessed appropriately.
B.	Quality First Teaching	<ul style="list-style-type: none"> • Teachers review and adapt their planning to constantly meeting the needs of their classes, • Individualised planning, regular scaffolding opportunities for all learners. • Children are motivated in their learning • Characteristics of effective learning are celebrated to support child's development
C.	To provide the opportunities for all children to participate in after school clubs and school trips to deliver a balanced and equal curriculum to all.	<ul style="list-style-type: none"> • PP children have access to all school trips. • School recognise the importance of cultural capital and plan trips that offer new opportunities to PP children.
D.	Wellbeing – To improve the wellbeing of all children.	<ul style="list-style-type: none"> • Children have access to the, HSLW and the Play Therapist as needed. • Wellbeing is monitored using the wellbeing assessment
E.	Engagement with families including increased attendance rates	<ul style="list-style-type: none"> • PP pupils will have attendance above 90% • School will discuss with families impact of attendance

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		<ul style="list-style-type: none">• Support from inclusion service will be sought when necessary• School will actively support and monitor engagement of home learning in case of remote learning.
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5. Planned expenditure					
Academic year		2019-2021			
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.					
i. 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?
Accelerated progress – the aim of the school is that all children inc PP reach the age related expectations or above by the end of KS1 and Phonics Screening	<p>1 to 1 work within class targeting reading, writing, maths and phonics – intervention for children who need additional help, smaller phonic groups, high quality teaching of phonics</p> <p>Intervention programmes</p> <p>Staff training and feedback following Book Looks on high quality feedback.</p>	<p>Some students need targeted support to catch up.</p> <p>Use of diagnostic testing to help accurately pinpoint next steps in learning.</p> <p>Reading recovery strategies will be implemented in Year2 following period of local and strategies disseminated across the school.</p> <p>High quality feedback is not just written it can be oral feedback and questioning within the EYFS and KS1.</p>	<p>KM English leader role Phonic Lesson Observation Internal Phonic check Yr 1 in the Spring Term and Year 2 Autumn</p> <p>Staff are timetable effectively to ensure staff are present during lessons and interventions. Timetable allows for PPA for staff delivering the provisions have sufficient preparation time.</p> <p>Consultation with other local schools concerning intervention that are effective within their school.</p> <p>Engagement with subject leader meetings</p>	<p>KM ST HA KC LZ</p>	<p>Ongoing assessment throughout the year.</p> <p>Quality First Teaching observations.</p> <p>Pupil Progress meetings to include the impact of groups and interventions.</p> <p>Book Looks from SLT and Middle Leaders and feedback to individual teachers and support staff.</p>
Quality First Teaching	<p>High quality teaching, feedback and challenge for all children.</p> <p>1 to 1 work within classes targeting reading, writing, maths and phonics, early maths and early literacy – intervention for children who need additional help, smaller phonic groups,</p>	<p>Young children learn best in small groups with high quality teaching and questioning</p> <p>Below is taken from the Government report into school class sizes.</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183364/DFE-RR169.pdf</p>	<p>EYFS and KS1 tracking through the termly data reports</p> <p>Pupil Progress meetings</p> <p>Lesson observations</p>	<p>KM ST HA KC LZ SV</p>	<p>Book Looks from SLT and Middle Leaders and feedback to individual teachers and support staff.</p> <p>Information from data drops termly</p> <p>Pupil progress</p>

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	<p>high quality teaching of phonics</p> <p>Teaching is firstly class teacher but supported by HLTAs and Nursery Nurses.</p>	<p><i>The evidence base on the link between class size and attainment, taken as a whole, finds that a smaller class size has a positive impact on attainment and behaviour in the early years of school. Smaller classes have been found to lead to a small increase the number of years a student spends in post-compulsory education. Research findings from England show that in smaller classes, individual pupils are the focus of a teacher's attention for more time; there is more active interaction between pupils and teachers; and more pupil engagement.</i></p>			Team meetings
Total budgeted cost					£1,662
ii. 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?



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Engagement with families to increase attendance and impact of home learning		<p>In the case of home learning, access to technology and paper packs will be supplied by the school.</p> <p>School will make regular contact with families to encourage school attendance.</p> <p>Home learning will be shared via learning journals and discussed with parents</p> <p>HSLW will liaise regularly with parents and support them in identifying barriers to school attendance.</p>	£50	ST LZ JP	<p>Ongoing and individual</p> <p>Highlighted in termly attendance meetings with inclusion officer</p> <p>Regular reviews with HSLW</p>
Total budgeted cost					£2,736
iii. 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?
To provide the opportunities for all children to participate in school trips to deliver a balanced and equal curriculum to all.	PP attend all school trips.	All children should be given learning opportunities to learn within the classroom and outside of the classroom. To achieve a balanced and broad learning rich curriculum children should all have the same opportunity to attend school trips.	<p>Use of PP money to support cost of PP children attending trips</p> <p>Assume 1 trip per term cost £10-£15 per trip. 4 pupil premium children. Cost approx. £120 to £180 per year.</p>	SBM	Ongoing
Wellbeing – To improve the wellbeing of all children.	Children have access to the HSLW and the Play Therapist as needed.	<p>Mental Wellbeing of all children is extremely important, if they are not mentally well then they will not be able to learn to their full potential.</p> <p>With the impact of COVID, wellbeing is of paramount importance. School have devised</p>	<p>Use of wellbeing assessment will be take across the school</p> <p>Parental surveys sent prior to return to school</p>		Termly

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		<p>a recovery curriculum that will be in place until Spring 2020 focusing on wellbeing.</p> <p>One of our PP children has emotional well-being needs which are impacting on their home life, learning and therefore we have access to Play Therapist who is available to our PP pupils.</p> <p>Parents and children inc PP all have the opportunity to engage and work with our HSLW, all of our PP families have engaged and/or worked with the HSLW.</p>	<p>Discussion with parents during parents evening</p> <p>School to explore</p> <p>Meetings with parents and Play Therapist, pupil progress meeting reviews and TAF meetings (Early Help).</p> <p>The HSLW will attend TAF/Early Help Meetings</p>		<p>Ongoing</p> <p>Ongoing</p>
Total budgeted cost					£620



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6. Review of expenditure				
Previous Academic Year 2019-2020 due to COVID many actions are still in progress this will be updated as the year progresses				
Activities selected	What this does and why we are doing it	Targeted Pupils	Cost	Review/Impact
Additional support in phonics/reading/maths	Quality First Teaching Smaller groups for precision phonics teaching (3 groups per KS1 class and EYFS class) HLTA intervention groups in Year 2 targeting phonics, spelling, maths (SNAP) and reading – Accelerated reading 1:1.	Year 1/2 3 sessions per week at 20 mins for Reception, Year 1 and Year 2. Total of 3 hours per teaching week.		
Accelerated Progress in Phonics so that attainment is in line with non PP children.	Smaller groups for precision phonics teaching (3 groups per KS1 class)	Year 1/2 PP children 3 sessions per week at 20 mins for Year 1 and Year 2. Total of 2 hours per teaching week.		
Improved Social skills within the class, school and community setting, enabling all of the children to be ready and happy to learn.	Pupils will meet weekly with HSLW to play turn taking games and reflect upon behaviour and choices	Year1/2 pupils		

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<p>Improve support for the PP children and their families including to improve Attendance and enagement</p>	<p>HSLW to work with the children as needed. HSLW to work with families to improve the children's attendance at school.</p>	<p>All year groups as needed</p>		
<p>Experience the same opportunities as peers to integrate into the school community.</p>	<p>PP children have one after school club and holiday club paid for from PP money Children whose family receive PP money do not pay for school trips.</p>	<p>Currently no clubs running, so no costing included.</p>		
<p>Total Cost</p>				

<p>Total expected annual cost Section 5.1 £1,662 Section 5.2 £2,736 Section 5.3 £620 Annual cost £5018</p>
