



Pupil Premium Strategy 2016-2017 EVALUATION

Bramham Primary School Bramham Shadwell Federation

Amount of PPG received in 2014/15	£18,726
Amount of PPG received in 2015/6	£10,560
Amount of PPG received in 2016/17	£23,760 (18 pupils)

The Bramham Shadwell Federation recognises that all pupils regardless of their background should have equal access to a curriculum which will enable them to reach their potential. This is directly in line with our ethos and philosophy of 'Excellence for All'.

The pupil premium is a Government initiative that targets extra money to pupils from potentially deprived backgrounds, for whom research shows underachieve compared to their peers.

The Government have used pupils entitled to Free School Meals (FSM / Ever 6) as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for Free School Meals.

Looked After Children (LAC) or the children of armed service personnel are also eligible for this increased funding.

The analysis below is based on the most up to date national information we have. National data for specific groups including disadvantaged pupils is not yet available for attainment or progress for 2017 but comparisons can be made to 2016. Once 2017 national averages are released, an analysis of disadvantaged pupils progress and attainment compared to non-disadvantaged pupils (other pupils) nationally will be made (should this be available to schools).

Bramham Primary School

Progress from KS1 → KS2 2016 – 2017 (DfE performance measures)					
Group (Cohort 11)	Reading	Writing	Maths	R/W/M Attainment % at expected standard	
Ever 6 / FSM (0)	N/A		N/A	N/A	N/A
All other (11)	+4.42		-2.02	+6.72	82%
National non-disadvantaged	+0.33		+0.17	+0.28	
National FSM (2015 – 2016)	+0.33		+0.12	+0.24	87.1%
EVALUATION 2016 - 2017					
There were no recorded children in the cohort of Year 6 at Bramham Primary School during 2016 – 2017. Comparisons cannot be made based on DfE data re. Pupil Progress for Disadvantaged pupils. In-house tracking and data must be used to identify this.					

Progress from KS1 → KS2 2015 – 2016 (DfE performance measures)					
Group Cohort (8)	Reading	Writing	Maths	R/W/M Attainment % at expected standard	
Ever 6 / FSM (5)	+3.22 (-1.26 - +11.04)		-8.59 (-9.15 - +3.18)	+0.25 (-4.65 - +5.81)	N/A
All Other	+5.86		-0.23	-1.24	N/A
National FSM (2015 – 2016)	+0.33		+0.12	+0.24	60%
EVALUATION 2015 - 2016					
<ul style="list-style-type: none"> • Reading: Disadvantaged pupils did not perform as well as Other pupils however they did make significantly more progress than national. • Writing: non-disadvantaged pupils made greater progress than their Disadvantaged peers. The small number in this cohort must be taken into account: 5/8 children were FSM and 3/5 FSM were on the SEND register. Writing was moderated in 2016 by the LA. • Maths: Disadvantaged children made greater progress than their non-disadvantaged peers. • R/W/M attainment: This is not publically publishable due to the small cohort size. 					

10.09% of school are FSM	% Attainment (75% at 'expected' ARE or above)	% Progress (7 points throughout academic year)
Maths		
FSM	66.67	54.58
Non-FSM	84.21	85
Reading		
FSM	66.67	45.45
Non FSM	84.21	85
Writing		
FSM	33.33	54.55
Non-FSM	84.21	83

EVALUATION NOTE:

Each child is worth 5.6% each (18 children) and Pupil Premium children make up 10% of the school population. 3 of these PP children are also on the SEND register and although are included in whole school data, also have their own specific tracking for progress when necessary.

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?

<p>Memory Matters</p>	<p>(TA 1 hr per child x 36 weeks)</p> <p>Predicted spend £790</p> <p>Teacher training costs: (course + supply)</p> <p>Actual spend £800</p>	<p>Yes</p>	<p>Programme to develop ST memory skills to increase daily learning capacity (2x week for 20 minutes)</p> <p>All Year groups</p>	<p>This will support children in developing their learning as it increases recall and attention</p>	<p>DHT (SendCo) Pupil Progress meetings</p> <p>Pupil premium governor (termly)</p>	<p>Not all PP children received this intervention and as a whole school we see 66.7% of our PP children achieving ARE at the end of the year in Maths and Reading. 55% made 7 points progress in Maths and 45% made 7 points progress in English (R&W).</p> <p>The children in receipt of this intervention made XX</p>
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<p>Preparations for new spelling programmes throughout school – cost of AHT – 1 morning every week</p>	<p>£4,200</p>	<p>NEW</p>	<p>To increase outcomes in writing through developing spelling techniques in class. Planning for spelling opportunities throughout curriculum (eg. Spelling starters)</p>	<p>Monitored by English Leader / AHT DHT / EHT</p>	<p>Every class teacher AHT time</p>	<p>Overall impact of this throughout school in increasing expectation and standards has resulted in 12% (ave) increase in the number of (all) children achieving ARE at the end of academic year 2016 – 2017.</p>
<p>Additional time for teachers (1 morning per year on ave)</p>	<p>Ave MPS5 x 1 morning per year</p>			<p>Termly via accountability</p> <p>Continual assessment and support by class teachers and English leaders</p>		<p>In Bramham, there has been an increase in the number of FSM children achieving expected attainment at the end of the year in reading: 2015 – 2016 FSM = 54.6% 2016 – 2017 FSM = 66.7%</p>
	<p>58.60 x 7 = 409.6</p>					<p>There is still a gap between FSM and non-FSM however according to this data, it is closing in reading. The impact of this remains to be seen in writing however it will continue into 2017 – 2018 as writing improvement is predicted to follow reading improvement.</p>
	<p>Potential cost 1 morning per term</p>					
	<p>£1,500</p>					

<p>Cost of English leader / AHT out of class for book triangulation, work scrutiny, observations of spelling, reading and writing sessions and feedback to teachers</p>	<p>1 morning per week £4,200</p> <p>£4,100</p>	<p>New</p>	<p>All year groups On termly basis (alternating with accountability sessions) – along with this, support in class from AHT with PP groups / classes not making adequate progress</p>		<p>HT to monitor and specifically categorise PP outcomes/ progress on a termly basis.</p>	<p>Monitoring PP children on a termly basis for English:</p> <p>Reading December: 4 points progress expected FSM = 81.8% Non FSM = 74%</p> <p>April: 5 points expected FSM = 90% Non FSM = 92%</p> <p>July: 7 points expected FSM = 45% Non FSM = 85%</p> <p>The biggest gap can be seen in Term 3</p> <p>Writing December: 4 points progress expected FSM = 91% Non FSM = 78%</p> <p>April: 5 points expected FSM = 81%% Non FSM = 95%</p> <p>July: 7 points expected FSM = 54% Non FSM = 83%</p> <p>Term 3 demonstrates the biggest gap between non FSM and FSM in writing.</p>
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<p>25% salary for new Year 5 teacher in Bramham Primary – to split year 5/6 (> 25% of year 5 cohort is PP)</p>	<p>0.25 of MPS2 £6,000 £6000 (approx.)</p>	<p>New</p>	<p>From January 2016 Year 5 pupils (x5 children PP as listed – 1 additional entered Sept 2016)</p>	<p>Split mixed year group for focused teaching, particularly in Maths (57.2% at expected) and to accelerate progress (NB gap of 18% in expected achievement (PP vs. non-PP) whereby 50% did not achieve expected)</p>	<p>Observations of new teacher Tracking and monitoring of Maths and impact through accountability</p> <p>Observations of teacher were Good and better.</p>	<p>Splitting class from 5/6 to separate cohorts worked very well. There were no identified PP in class 6 however overall Year 5 results were excellent: Maths improved from 57.2% achieving ARE (July 2016) to 81% achieving ARE (July 2017) Reading remained at 81% ARE (however this is an excellent %) Writing improved from 71% achieving ARE (July 2016) to 81% achieving ARE (July 2017).</p> <p>Classes will remain split as long as this is financially viable.</p>
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<p>Spellodrome</p>	<p>Predicted cost: £600 £605</p>	<p>New</p>	<p>Following an analysis of school in-house data and writing moderation, whole school drive for improved spellings to impact on writing results</p>	<p>Gaps between PP children and non-Pupil Premium children demonstrate input required in writing for PP children to close the gap 66.23 whole school ave writing vs. 54.5 FSM NB skewed data for Year 6 whereby 100% non-FSM vs. 17% FSM achieved expected in writing)</p>	<p>Z. Pickard – AHT Class teachers</p>	<p>Gaps remain between FSM and non-FSM in writing however we have witnessed in increase % children achieving expected ARE in all year groups comparing 2016 data to July 2017 data in writing. Spellodrome will be re-launched for 2017 – 2018 and PP children will be provided with the opportunity to practise this in after school and lunchtime clubs.</p>
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<p>Literacy catch up Programme</p>	<p>(TA 36 weeks x 1 hr per week x 4 children)</p> <p>Predicted spend £1250</p> <p>Actual spend £1250</p>	<p>No</p>	<p>TA led intervention programme (one to one) (2x week for 20 mins) for children identified as falling below national expectation</p> <p>Key stage 2 children</p>	<p>Accelerated progress to align children to peers</p>	<p>(SendCo) Pupil Progress meetings</p> <p>Pupil premium governor (termly)</p>	<p>The table below demonstrates the number of children achieving ARE who were involved in the writing intervention in Terms 1, 2 and 3 in Bramham:</p> <table border="1" data-bbox="1805 501 2085 580"> <tr> <td>Intervention 1</td> <td>1100.00</td> </tr> <tr> <td>Intervention 2</td> <td>80.00</td> </tr> <tr> <td>Intervention 3</td> <td>83.33</td> </tr> </table> <p>This intervention programme had a wider impact into school as well as developing PP children.</p>	Intervention 1	1100.00	Intervention 2	80.00	Intervention 3	83.33
Intervention 1	1100.00											
Intervention 2	80.00											
Intervention 3	83.33											
<p>Higher order reading skills Programme</p>	<p>(TA 2hr x 36 weeks x 2 children)</p> <p>Predicted spend £1200</p> <p>Actual spend £</p>	<p>No</p>	<p>TA led intervention programme (one to one) for children identified as falling below nation expectation</p> <p>(1 hour per week per child)</p> <p>Key stage 2 children</p>	<p>Accelerated progress to align children to peers</p>	<p>(SendCo) Pupil Progress meetings</p> <p>Pupil premium governor (termly)</p>	<p>In KS2 on average, FSM children made 7.7 points progress in reading (7 is expected) (99points / 13 children. Note one SEND child data not taken into consideration)</p>						

Spelling interventions	(TA x 30 mins x 36 weeks x 2 children) Predicted Spend; £350 Actual spend £					
Subsidy of trips	Predicted spend £1000 Actual Spend	No	All year groups throughout school can approach and request support for funding trips. Equality of opportunity	Increases the opportunities for children on pupil premium for additional experiences to ensure they are included in activities which will have follow-up work.	FBM and EHT Monitored by class teachers	All pupil premium children attended all school trips and residential. Each child was able to access the learning following the school trip and reports from children and teachers were highly positive re. their engagement in learning during and after the trip.
Subsidy of Residential	Predicted spend: £800 Actual Spend:	No	4	Increases the opportunities for children on pupil premium for additional experiences to ensure they are included in activities which will have follow-up work.	FBM and EHT (including Senior Administrator @ Bramham) Monitored by Class teacher – brief report to be submitted to SLT re. impact and successes of the trip	All pupil premium children attended all residential. Each child was able to access the learning following the school trip and reports from children and teachers were highly positive re. their engagement in learning during and after the trip.

NEET and Attendance Officer (targeted services)	£500 (estimated cost)	No	All children in all year groups	Support to families who struggle to ensure a timely arrival at school and / or those with attendance below 90% (school threshold 95%). Increased attendance at school will benefit children's learning	EHT (Designated CP officer) Senior Administrators	<p><i>Attendance in Bramham primary School has improved from 95.7% in Spring 2016 to 96.4 % in Summer</i></p> <p>FSM</p> <p>2015 – 2016= 93.4</p> <p>2016 – 2016 = 92.5</p> <p>Although the % has declined, the number of unauthorized absence has reduced in academic year 2016 – 2017.</p>
TA deployment to improve and develop Maths Mastery support throughout years 1 - 6	2 x afternoons – all TAs £70	No	All children in all year groups – all children entitled to the support that will close any learning gaps in Maths: same day interventions	All TAs trained in Maths Mastery -	Maths Lead Practitioner 20 th January 2016	<p>This can be demonstrated especially in Year 5 where there are 7 children in receipt of PP.</p> <p>Their Maths attainment rose from 57% ARE (July 2016) to 81% ARE (July 2017)</p>

<p>English Interventions By TAS</p> <p>spelling intervention KS2</p> <p>phonics intervention</p> <p>handwriting</p> <p>Daily reading intervention</p>	<p>2 x week x 15 mins x 2 children £400</p> <p>25 minutes x 5 days £453</p> <p>2 x week x 15 mins x 1 child £158</p> <p>2hrs per week x 1 child £612</p>	<p>No</p>	<p>Relevant PP children in all year groups</p>	<p>Children demonstrate (accelerated where appropriate) progress in data shared in accountability meetings</p>	<p>Class teachers SLT</p>	<p>Salford Reading average Reading Age increase = XX</p> <p>Year 1 PP children Phonics: All three children passed phonics screening at end of Year 1.</p> <p>Reference figures above for overall impact in English.</p>
<p>Maths</p>	<p>1 hour week x 7 children £1500+</p>	<p>New</p>	<p>Year 5 Maths one to one tuition (Tutor Trust)</p>	<p>Catch up and up-levelling for children in Year 5 who had received mixed-year teaching throughout all of their academic career.</p>	<p>Tutor Trust</p>	<p>50% of these children made 7 points progress (deemed very good and expected) throughout 2 terms in Year 5.</p>

'Talk time'	(2 hours per child per week week) 10 hours TA time £3,500		emotional support for PP children who are also vulnerable for other reasons eg Child Protection intervention	children being ready for learning and being able to concentrate in lessons	All children's discussions are logged in a book and any issues arising are reported to SLT / DSL. Children are monitored via successful learning behaviours displayed in class. Class teachers to monitor and feedback in termly accountability meetings/	Overall Behaviour in School has been deemed as 'outstanding' (SIA NOVAC October 2017). Talk time continues for most vulnerable children and is logged. Immediate and appropriate action is taken as necessary.
Total Spend :	£22,450					

Cost of Kim – 1 day

Cost of Catherine Richards / Sarah Wilson – cover costs – Maths Mastery

Cost of Zoe – AHT – setting up feedback methods to increase meta-cognition and responses (1 morning)

TA training on feedback and meta-cognition / AfL