



**Pupil Premium Strategy 2017-2018 EVALUATION**  
**Bramham Primary School**  
**Bramham Shadwell Federation**

<b>Amount of PPG received in 2014/15</b>	<b>£18,726</b>
<b>Amount of PPG received in 2015/6</b>	<b>£10,560</b>
<b>Amount of PPG received in 2016/17</b>	<b>£23,760</b>
<b>Amount of PPG received in 2017/18</b>	<b>£23,760</b>

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. These are referred to as PP children in the commentary.

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 based on provisional data from the DfE.

**Bramham Primary School**

<b>Progress from KS1 → KS2</b>				
<b>2017 - 2018 (DfE performance measures)</b>				
<b>Group (Cohort 21 (inc. Pupil A) PP = 7 pupils)</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>R/W/M Attainment % at expected standard</b>
<b>Ever 6 / FSM (7)</b>	+1.8	+0.5	-2.2	42.9%
<b>All other (14)</b>	+3.0	-3.0	+2.4	85.7%
<b>National non-disadvantaged</b>	+0.3	+0.2	+0.3	70.4%
<b>National FSM (2016 – 2017)</b>	-0.7	-0.4	-0.6	47.1%
<b>EVALUATION 2017 - 18</b>				
2/7 PP children were vulnerable, with significant CP history. One of these PP children was also on the SEND Register.				
In-house tracking for this group shows 100% of the FSM children in this cohort (7/7) making 'very good progress' and above by June 2018.				
<ul style="list-style-type: none"> <li>• Reading: Disadvantaged pupils did not perform as well as Other pupils however they did make <u>significantly more progress</u> than national.</li> <li>• Writing: Disadvantaged pupils made greater progress than their national non-disadvantaged peers and cohort peers.</li> <li>• Maths: Disadvantaged children made less progress than their national non-disadvantaged peers and cohort peers.</li> </ul>				

<b>Progress from KS1 → KS2</b>				
<b>2016 – 2017 (DfE performance measures)</b>				
<b>Group (Cohort 11)</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>R/W/M Attainment % at expected standard</b>
<b>Ever 6 / FSM (0)</b>	N/A	N/A	N/A	N/A
<b>All other (11)</b>	+4.42	-2.02	+6.72	82%
<b>National non-disadvantaged</b>	+0.33	+0.17	+0.28	NA
<b>National FSM (2015 – 2016)</b>	+0.33	+0.12	+0.24	87.1%
<b>EVALUATION 2016 - 2017</b>				
There were no recorded PP 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)**

<b>Group Cohort (8)</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>R/W/M Attainment % at expected standard</b>
<b>Ever 6 / FSM (5)</b>	+3.22 (-1.26 - +11.04)	-8.59 (-9.15 - +3.18)	+0.25 (-4.65 - +5.81)	N/A
<b>All Other</b>	+5.86	-0.23	-1.24	N/A
<b>National FSM (2015 – 2016)</b>	+0.33	+0.12	+0.24	60%

**EVALUATION 2015 - 2016**

- 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.

**School Tracking Data 2017-18**

16.53% of school are FSM	Year 6 PP % ARE 2017-18	Whole School PP % ARE 2017-18	Whole School PP % ARE 2016-17	Gap Closing in 2017-18?
Maths	57.14%	55% ←	54.55%	✓ N.B. To continue to close the gap for PP children in Maths, rigorous monitoring of PP children from the Maths Leader, alongside specific intervention / teaching of mathematical fluency and representations and understanding the academic language of reasoning has been implemented for 2018-19.
Reading	85.71%	90.29% ←	54.55%	✓ Increase of +35.74%
Writing	71.4%	60% ←	45.45%	✓ Increase of 14.55%

**EVALUATION NOTE:**

- Each child on Year 6 data is worth 5% (20 children).
- Pupil Premium children make up 16.53% of the school population.
- 25% of the PP children are also on the SEND register and although they are included in whole school data, also have their own specific tracking for progress when necessary.
- 30% of these PP children are also listed as vulnerable with a history of significant CP issues within the family settings.

In January 2018, Ofsted reported that in *‘the most recent national assessments for Year 2 and Year 6 pupils show a rapid improvement in attainment in reading, writing and mathematics. A higher proportion of pupils is achieving the higher standards than is seen nationally. From their different starting points, the majority of current pupils in all year groups are making strong progress in a wide range of subjects.’*

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:
Memory Matters	Resources / TA training  £100	Continued	Programme to develop ST memory skills to increase daily learning capacity (2x week for 20 minutes)  All Year groups	This will support children in developing their learning as it increases recall and attention	DHT (SENDCo) Pupil Progress meetings  Pupil premium governor (termly).	Children received this intervention via strategies embedded into the curriculum to support PP pupils.  This had a significant impact on Pupil Progress during the course of the Year with <b>71% of PP children making 'Good and Above' progress in Reading Writing and Maths combined</b> on the in-house school tracking system.  <i>It is also important to reference SEND / Vulnerable nature of the PP children (25% and 30% retrospectively).</i>

<p>Preparations for new spelling programmes throughout school – cost of AHT – 1 morning every week</p>	<p>Predicted Spend = £4,200</p>	<p>Continued</p>	<p>To increase outcomes in writing through developing spelling techniques in class. Teaching spelling daily using planning resources (No Nonsense Spelling) alongside rigorous tracking of Spellodrome use (KS2), and opportunities to apply and revise spelling through curriculum linked phonics / spellings tasks as starters in lessons will improve consistency.</p>	<p>Monitored by English Leader / AHT DHT / EHT</p> <p>Termly via accountability</p> <p>Continual assessment and support by class teachers and English Leader.</p>	<p>Every class teacher AHT time</p>	<p>Internal Moderation shows increased accuracy in the delivery of teaching spelling rules / patterns. Lessons / activities modelled by the AHT have been demonstrated consistently in observed lessons, drop-ins and in books.</p> <p>Increased spelling accuracy has resulted in more children meeting ARE in writing with <b>70% making 'Good and above' progress</b> during the course of the 2017-18 academic year.</p> <p><b>In house tracking in writing shows an increasing trend over 3 years with +16.85% PP children meeting ARE at the end of the year.</b></p>
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<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</p> <p>Predicted Spend = £4,200</p>	<p>Continued</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>AHT to request data / books / information about FSM children during work scrutiny and this is tracked over the year etc.</p>	<p>Gaps will be identified and explicit provision for FSM children outlined by the AHT alongside class teachers to ensure that gaps between FSM and Non-FSM children are closing.</p>	<p>EHT / AHT 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><b>Reading 2017-18</b>  December: 4 points progress expected  FSM = 65%  Non FSM = 66.99%</p> <p>April: 5 points expected  FSM = 80%  Non FSM = 89.32%</p> <p><b>Writing 2017-18</b>  December: 4 points progress expected  FSM = 65%  Non FSM = 69.9%</p> <p>April: 5 points expected  FSM = 80%  Non FSM = 88.38%</p> <p>Term 3 shows a dip in performance for PP children in Reading and Writing. However, <b>the number of children meeting ARE has increased from 54% (July 2017) to 65% (July 2018).</b></p>
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<p>Support for Trainee Teacher in Year 6.</p>	<p>AHT 1 afternoon per week</p> <p>Predicted Spend = £4200</p>	<p>New</p>	<p>Close mentorship of the Y6 Teacher in order to ensure high standards throughout the year.</p>	<p>The group were split in year 5 but did not make expected progress at the end of 2016-17 (particularly in Maths).</p> <p>Close mentorship and support to accelerate progress.</p>	<p>Observations of teacher were Good and better while children were in Year 5, 'Outstanding' grades were given to the trainee teacher when this cohort moved into Year 6.</p>	<p>Impact of being taught as a single Year 5 cohort allowed that group to make good progress; gaps were filled and this continued into Year 6 whereby <b>in-house tracking reported that 100% of Y6 PP children made 'Very Good and above' progress in June 2018.</b></p>
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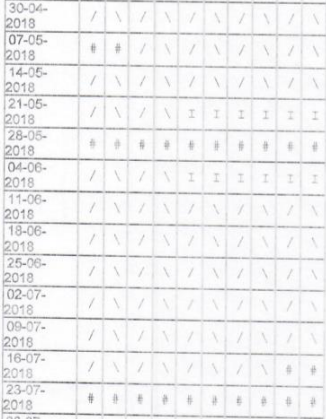


<p>Spellodrome</p>	<p>Predicted spend = £600 + £150 Re-launch Training and Assembly</p>	<p>New</p>	<p>Following an analysis of school in-house data and writing moderation, whole school drive for improved spellings to impact on writing results. Spellodrome resources / monitoring / staff training.</p>	<p>Gaps between PP children and non-Pupil Premium children demonstrate input required in writing for PP children to close the gap.</p>	<p>Z. Pickard – AHT Class teachers</p>	<p>In-house tracking data has seen <b>the gap closing further with an increased % of children achieving ARE in all year groups by +14.55%</b></p> <p>Spellodrome was re-launched for 2017 – 2018 with further training for staff members.</p> <p>PP children were provided with the opportunity to access this resource in after school and lunchtime clubs.</p> <p>Homework club was provided twice per week for PP children.</p>			
<p>Literacy Programme to Close the Gap.</p>	<p>TA 40 weeks x 1 hour (4 x 15 minute groups)  Predicted spend = £345.60</p>	<p>Continued</p>	<p>TA led intervention programme (2x week for 15 mins) for KS2 children identified as falling below national expectation.</p>	<p>Accelerated progress to align children to peers</p>	<p>(SENDCo) Pupil Progress meetings  Pupil premium governor (termly)</p>	<p>The table below demonstrates the number of children achieving ARE who were involved in the writing interventions:</p> <table border="1" data-bbox="1787 1050 2123 1169"> <tr> <td>Intervention 1: 81.82%</td> </tr> <tr> <td>Intervention 2: 81.82%</td> </tr> <tr> <td>Intervention 3: 63.64</td> </tr> </table> <p>This intervention programme had a wider impact across the whole curriculum enabling PP children to access the enriched curriculum and make progress in all areas.</p>	Intervention 1: 81.82%	Intervention 2: 81.82%	Intervention 3: 63.64
Intervention 1: 81.82%									
Intervention 2: 81.82%									
Intervention 3: 63.64									

<p>Fluency Reading Programme.</p>	<p>(TA 2hr x 40 weeks)  Predicted spend = £648</p>	<p>New</p>	<p>TA led intervention programme (one to one) for children identified as falling below expected 90 word per minute count which is holding them back → research shows that poor fluency limits understanding.</p>	<p>Accelerated progress to align children to peers.</p>	<p>(SENDCo) Pupil Progress Meetings Class Teachers AHT</p>	<p>On average, <b>91.67%</b> of the FSM children who received these reading programmes <b>made 'Very Good and above' progress in June 2018.</b></p> <p>Teachers reported that reading fluency led to <b>increased engagement in Reading for Pleasure.</b></p>
<p>Reading Inference Training for TAs</p>	<p>2 TAs x 2 hours each week for FSM Group from Y3-6  (12 Weeks)  Predicted Spend = £432</p>	<p>New</p>	<p>AHT Support Training from the LA  TA Led Interventions in School</p>	<p>Accelerated progress to align children to peers.</p> <p>Increased engagement in reading for pleasure (witnessed by Teachers in class).</p> <p>Increased participation in Whole Class Reading lessons.</p>	<p>AHT / English Leader</p>	<p>A Year 6 Reading Challenge using these Reading Inference Strategies meant that <b>42.85% of PP achieved a Greater Depth reading result in their SATs.</b></p>

<p>Spelling interventions</p>	<p>(TA x 30 mins x 40 weeks x 2 children)</p> <p>Predicted Spend = £360</p>	<p>Continued</p>	<p>TA Led Programme for children who are struggling to keep up with increased expectations of spelling within the English Curriculum.</p>	<p>Accelerated progress to align children to peers. Greater recall of spelling rules and application of accurate spelling for Common Exception Words / High Frequency Words and Statutory Word Lists within books.</p>	<p>AHT / English Leader</p>	<p>In-house ranked assessments show progression in Spelling.</p> <p>FSM are achieving higher scores; e.g. on weeks where FSM achieve 1000 points, Spelling results are &gt;18/20 <i>See coloured score strip below.</i></p> <p>PP children are using strategies implemented to self-correct and self-edit work with increasing independence; improved metacognition is demonstrating that Bramham is helping PP children to embed characteristics that will support their future success.</p>
<p>Subsidy of trips to support learning and ensure progress in the wider curriculum</p>	<p>Predicted spend = £800</p>	<p>Continued</p>	<p>All year groups throughout school can approach and request support for funding trips.</p> <p>Equality of opportunity</p>	<p>Increases the opportunities for children on pupil premium for additional experiences to ensure they are included in activities which will have follow-up work.</p>	<p>FBM and EHT Monitored by class teachers</p>	<p>All pupil premium children attended all school trips and residential. Each child was able to access the learning in the wider curriculum as a result of these <b>enriched curriculum</b> opportunities and reports from children and teachers were highly positive regarding engagement in learning during and afterwards.</p>

Subsidy of Residential equipment / clothing for residential.	Predicted spend = £1800	Continued	Y5 and Y6 (11 PP children)	Increases the opportunities for children on pupil premium to experience wider curriculum enrichment and social engagement to ensure they are included in activities which will have follow-up work.	FBM and EHT (including Senior Administrator)  Monitored by Class teacher – brief verbal report to SLT about the impact and successes of the trip.	All pupil premium children attended residential. Necessary clothing was bought to ensure children were prepared for inclement weather. Each child was able to access the learning following the school trip and reports from children and teachers were highly positive regarding their engagement in learning during and after the trip. Vital social skills were embedding and children were able to engage with their peers and challenge themselves in a safe environment.
NEET and Attendance Officer (targeted services)	Predicted Spend = £500 (estimated cost)	Continued	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% Increased attendance at school will benefit children's learning.	EHT (Designated CP officer) Senior Administrators	<b>Attendance</b> in Bramham primary School for <b>PP children was 91.35% for academic year 2017-18.</b>

<p>Attendance Related Rewards / Charts / Prizes / Stickers</p>	<p>Predicted Spend = £50</p>	<p>Yes</p>	<p>Specific child / children as necessary</p>	<p>Older children in school, will develop self-motivation and organization to enable themselves to arrive at school on time and maintain attendance throughout the year with limited daily / prolonged absence.</p>	<p>AHT Class Teachers Administrators tracking absence.</p> 	<p><b>Attendance for this child increased from 82.6% → 85.2% in the short space of 6 weeks (June / July 2018).</b></p> <p>The child involved was extremely proud of themselves.</p> <p>This was hugely successful during a short period of time.</p> <p>Further planned bespoke rewards for more children have been outlined for 2018-19 as a result.</p>
<p>TA deployment to improve and develop Maths Mastery support throughout years 1 - 6</p>	<p>1 afternoon per week (2.25 hours) x 40 weeks</p> <p>Predicted Spend = £770</p>	<p>Continued</p>	<p>All children in all year groups – all children entitled to the support that will close any learning gaps in Maths: same day interventions</p>	<p>All TAs trained in Maths Mastery -</p>	<p>Training and recap of Maths Mastery for all TAs – September 2017.</p> <p>Maths Subject Leader.</p>	<p><b>65% of FSM children made 'Very Good or above' progress by June 2018 (an increase of 11%) demonstrating that the gap is closing.</b></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 → <b>£320</b></p> <p>25 minutes x 5 days → <b>£525</b></p> <p>2 x week x 15 mins x 1 child <b>£160</b></p> <p>90 minutes per week x <b>£518</b></p> <p>Predicted Spend = <b>£1523</b></p>	<p>Continued</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>Year 1 PP children Phonics: 50% of FSM children passed phonics screening at end of Year 1 (2 children, → N.B the child who did not pass is also on the SEND and Vulnerable).</p> <p>Reference figures above for overall impact in English.</p>
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<p>Maths Y6</p>	<p>1 hour week x 7 children (Jan – May)</p> <p>£8.82 x 20 weeks (Approx.)</p> <p>Predicted Spend = £176.40</p>	<p>Continued</p>	<p>Year 6 FSM Maths Tutoring (after school → additional to whole class boosting)</p>	<p>FSM children are able to access the Year 6 Curriculum and begin to close the gaps through mathematical fluency and increased language / understanding for reasoning.</p>	<p>AHT Maths Leader</p>	<p>42.9% of these children (3/7) met the expected standard at the end of Year 6.</p> <p>The 4 children who did not meet ARE (Scaled Score of 100) at the end of the year, <b>made 'Very Good and above; progress to achieve scaled scores of 99, 96, 95 and 94 →</b></p> <p><b>All of these children made 'Exceptional Progress' (10 points plus)</b> using Maths Mastery interventions and Booster sessions to close the gap in order to successfully access the Year 6 curriculum preparing them for the transition to High School.</p>
<p>'Talk time'</p>	<p>(2 hours per child per week week)</p> <p>10 hours TA time = £259.20 x 3 children</p> <p>Predicted Spend = £777.60</p>	<p>Continued</p>	<p>Emotional support for PP children who are also vulnerable for other reasons e.g. Child Protection Intervention.</p>	<p>Children are ready for learning and being able to concentrate in lessons</p>	<p>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.</p> <p>Class teachers to monitor and feedback in termly accountability meetings/</p>	<p>Talk time continues for most vulnerable children and is logged → Immediate and appropriate action is taken as necessary.</p> <p><b>Overall behavior in School has been deemed as 'outstanding' (SIA NOVAC October 2017).</b></p>

						Improved Metacognition for PP children. Self-Regulation is applied by vulnerable PP children with increasing independence to ensure maximum learning time is accessed.
Breakfast Club	30 minutes per day x 5 days per week = £968 staff cost + breakfast materials @ £250 approx. Predicted Spend = £1218	New	A safe space for children to gather earlier in the morning and to eat a substantial breakfast without cost to the parent.	Children are ready for learning and able to focus on lessons. Children have had more time to prepare themselves for the day ahead. Children engage in positive conversations and free time before lessons begin.	Register to monitor Attendance. Feedback provided from TA to SLT.	Attendance for PP children <b>increased from 80.78% (Autumn Term → prior to BC) to 93.35% (Summer Term → 2 Terms of BC).</b>  Teachers reported that children's engagement and participation in lessons as a result of BC was improved.  Children's wellbeing was monitored → TA in charge was able to provide emotional support through morning conversations prior to lessons starting.
Training for Staff to deliver Writing Booster / Greater Depth Writing / Whole Class Reading Intervention. Maths Mastery in lessons.	£300 x 4 afternoons of training  Predicted Spend = £1200	New	Bespoke Federation Training to support Teachers in delivering tasks aimed at PP children.  TAs	Children will make accelerated progress in lessons due to bespoke curriculum tasks.  Teachers are able to plan and resource appropriately to	AHT English Leader Maths Leader	See evidence outlined in previous sections about Reading / Writing / Maths progress / attainment <b>which demonstrate that the gap is closing for PP children.</b>



			KS2 Staff KS1 Staff	ensure that PP children close the gap in meeting ARE.		
Vulnerable / Greater Depth Debate Project	Training £220 x 2 + Entry to competition £35 per Team x 2, + £30 Minibus Predicted Spend = £540	New	Speaking and Listening is promoted alongside actions in order to improve literacy skills.	Children will make accelerated progress and close the gap further moving closer towards ARE in Writing.	AHT English Leader Debate Leader	See evidence outlined in previous sections about Writing progress / attainment which demonstrates that the gap is closing for PP children.  Teachers reported that children showed increased confidence in lessons as a result of this progress.  28.57% of Y6 PP children reached Greater Depth in Writing.
2017-18 PP Grant = £23,760	<b>Total Predicted Spend: £23,690</b>					