



## Bramley Sunnyside Infant School Pupil Premium Strategy Statement

### 1. Summary information

<b>School</b>	<b>Bramley Sunnyside Infant School</b>				
<b>Academic Year</b>	<b>2018-2019</b>	<b>Total PP budget</b>	<b>£47,894.00</b>	<b>Date of most recent PP Review</b>	<b>30<sup>th</sup> November 2018</b>
<b>Total number of pupils on roll</b>	<b>292</b>	<b>Number of pupils eligible for PP</b>	<b>34</b>	<b>Date for next internal PP Strategy Review</b>	<b>July 2019</b>

### What is the Pupil Premium Grant?

The **Pupil Premium** was introduced in April 2011. In 2011–12 schools were allocated **Pupil Premium** funding for children from low-income families who were eligible for free school meals or had been looked after continuously for more than six months. From **April 2012** the **Pupil Premium** was extended to include children who had been eligible for free school meals at any point in the last six years (known as the **Ever 6** Free School Meals measure) as well as those from families with parents in the Armed Forces (known as Ever 4 service child or child in receipt of a child pension from the ministry of defence). In **April 2015** the **Early Years Pupil Premium** was introduced for children in Foundation Stage 1.

### Current Overview of School

Number of pupils and pupil premium grant (PPG) received for 2018-2019

Total number of pupils on roll in <b>September 2018</b> (including FS1)	292

Total number of pupils eligible for PPG (Ever 6 FSM) ( <b>taken from DFE Ever 6 release September 2018</b> )	34
Total Number of children eligible for EYPP (taken from Autumn Term 2018 LA budget return)	4
Total number of Service Children ( <b>taken from January 2018 census</b> )	3
Total number of Looked After Children	0
Total number of children adopted from care	0
Amount of PPG received per pupil eligible for PPG (Ever 6 FSM) @ £1,320.00 (34 children)	£44,880
Amount of EYPP received per pupil eligible for EYPP @ £302.00 (£119.25 per term) 7 children	£2114.00
Amount of PPG received per pupil for Ever 4 Service Children @ £300.00	£900.00
Amount of PPG received per pupil for Looked After Children (LAC) @ £1,900.00	£0
Amount of PPG received for Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order @ £1,900.00	£0
Total amount of PPG received	£47,894.00

<b>2. EYFS outcomes at the end of 2017-2018</b>						
	<i>Pupils eligible for PP (your school)</i>			<i>Pupils not eligible for PP (national average)</i>		
<b>% achieving GLD</b>	<b>72.7%</b>			<b>74.4%</b>		
<b>% achieving ELG or above in Reading, Writing &amp; Number</b>	<b>R</b>	<b>W</b>	<b>N</b>	<b>R</b>	<b>W</b>	<b>N</b>
	<b>72.7%</b>	<b>72.7%</b>	<b>72.7%</b>	<b>79.7%</b>	<b>76.3%</b>	<b>82%</b>
<b>% exceeding ELG in Reading, Writing and Number</b>	<b>R</b>	<b>W</b>	<b>N</b>	<b>R</b>	<b>W</b>	<b>N</b>
	<b>9.1%</b>	<b>9.1%</b>	<b>9.1%</b>	<b>20.3%</b>	<b>12.2%</b>	<b>17.5%</b>

## 2. KS1 outcomes at the end of 2017-2018

	<i>Pupils eligible for PP (your school)</i>			<i>Pupils not eligible for PP (national average)</i>		
	<b>R</b>	<b>W</b>	<b>M</b>	<b>R</b>	<b>W</b>	<b>M</b>
<b>% achieving Level EXS or above in reading, writing &amp; Maths</b>	<b>81.8%</b>	<b>81.8%</b>	<b>81.8%</b>	<b>78.9%</b>	<b>73.8%</b>	<b>79.6%</b>
<b>% passing the phonics screening check at the end of Year 1</b>	<b>66.7%</b>			<b>85%</b>		
<b>% passing the phonics screening check re -take at the end of Year 2</b>	<b>90.9%</b>			<b>60.8%</b>		
<b>% achieving GDS in Reading, Writing &amp; Maths</b>	<b>R</b>	<b>W</b>	<b>M</b>	<b>R</b>	<b>W</b>	<b>M</b>
	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>27.8%</b>	<b>17.3%</b>	<b>23.6%</b>

## 3. Barriers to future attainment (for pupils eligible for PP)

### **In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

- |           |  |
|-----------|--|
| <b>A.</b> | SEMH needs of children (emotional regulation, learning behaviours)                             |
| <b>B.</b> | Speech and Language Needs (including Listening and attention and language and communication) - |
| <b>C.</b> | Poor phonic skills children at risk of not achieving the expected standard                     |
| <b>D.</b> | Poor basic Maths skills children at risk of not achieving the expected standard.               |

### **External barriers** (*issues which also require action outside school, such as low attendance rates*)

- |           |  |
|-----------|--|
| <b>E.</b> | Attendance and Punctuality (see Michelle re: PP attendance & punctuality report compared to non PP)  |
| <b>F.</b> | Family financial restraints resulting in families unable to pay for educational visits, extra-curricular activities and other experiences. |
| <b>G.</b> | Lack of home support for reading   |

<b>4. Outcomes (<i>Desired outcomes and how they will be measured</i>)</b>		<b>Success criteria</b>
<b>A.</b>	Improve learning behavior and emotional regulation of PP children.	Children receive support for behavioral and emotional regulation in order to be able to access learning
<b>B.</b>	Improve language and communication skills for PP children in EYFS	All PP children will achieve the expected level in CLL at the end of FS2
<b>C.</b>	Improve PP children's phonic skills	Increase the number of PP children passing Phonic screen check in year one and all PP children to pass phonic screen re-takes in year 2
<b>D.</b>	Improve basic skills and deepen PP children's understanding so that children are secure in what they know and can make accelerated progress in maths.	PP children make at minimum the ELG at the end of EYFS and EXS by the end of Key Stage One
<b>E.</b>	Increase attendance for PP children (External)	Attendance of PP children is at least in line with school and national expectation of 96%
<b>F.</b>	PP children have equal opportunity to take part in clubs and extra curricular experiences (External)	PP children have access to extra-curricular activities and other paid for activities.
<b>G.</b>	Improve reading opportunities for PP children in school and encourage reading at home in order to accelerate progress. (External)	PP are reading more at home and in school and attaining on par with non-PP children

## 5. Planned expenditure

2018-2019

**Total Planned Expenditure**

**£71,815.00**

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?
Improve basic maths skills for PP children	<ul style="list-style-type: none"> <li>-Ensure quality first teaching is sustained and built upon across school</li> <li>-Deeper learning in maths is carefully planned for...lesson structure, variation, concrete pictorial abstract approach embedded.</li> <li>-Daily dashboards are implemented in all classes to address fluency in maths</li> <li>-Staff have a clear understanding of new content in assessment framework</li> <li>Maths lead to support with planning in all year groups.</li> <li>-ensure gaps are identified in assessments and addressed in future planning</li> <li>-Maths intervention teacher to support teachers with programmes of intervention and resources</li> </ul>	<p>Improve basic skills and deepen PP children's understanding so that children are secure in what they know and can make accelerated progress in maths.</p> <p>Staff will track progress ,address gaps within their class and complete a class intervention timetable in response to emerging needs from data</p> <p>Staff will delivery mastery teaching and learning</p>	<p>Baseline assessment identifies vulnerable pupils. All PP children will do Sandwell assessment. Maths intervention teacher to work with vulnerable children and train other staff to deliver focused interventions in EYFS. Progress will be tracked</p> <p>PP children will be a focus of meetings and appraisal midpoint review PP lead to scrutinize year group data,class data and class intervention SLT and maths leader will monitor maths through drop-ins and Learning Scrutinies</p>	<p>JS</p> <p>JS</p> <p>MS/DS</p> <p>DS</p> <p>MS DS CG</p> <p>CD</p>	<p>Termly review of progress all staff to analyse class data termly</p> <p>Termly monitoring dropins/learning scrutinies</p>
Improve reading skills for PP children	<ul style="list-style-type: none"> <li>-Ensure quality reading opportunities are being provided daily in all classrooms</li> <li>-Guided reading workshops continue to enhance comprehension skills.</li> <li>-Reciprocal reading strategies are embedded</li> <li>-Everyday readers initiative is embedded in all classrooms</li> <li>-Staff have a clear understanding of new content in assessment framework</li> <li>-all staff will complete a class intervention timetable in response to needs emerging from data</li> </ul>	<p>Children need more opportunities to apply their phonic skills in reading.</p> <p>Develop a love of books and parental engagement with reading</p> <p>All staff will be responsible for tracking progress and addressing gaps within their class to respond to emerging</p>	<p>Half termly assessments to identify vulnerable children</p> <p>Reading incentives/reading race scores</p> <p>PP children will be a focus of meetings and appraisal midpoint review PP lead to scrutinize year group data, class data and class</p>	<p>BR</p> <p>BR</p> <p>DS MS</p>	<p>Termly review of progress all staff to analyse class data termly</p>

	-ensure gaps are identified in assessments and addressed in future planning -Literacy lead will support colleagues with guided reading planning/reciprocal reading -Literacy lead/EYFS will feed back from Reading for pleasure project and 'Helicopter stories training' work with staff to implement any new initiatives.	needs from assessments.	intervention timetables  -Time will be given for Literacy lead and FS staff to feedback to all staff and discuss actions for implementation.	CD BR	
<b>Total budgeted cost</b>					<b>£31,538.00</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve PP children's phonic skills	-Daily phonics in banded groups for all children -Daily phonic boosters for vulnerable children in GR session -Phonics progress is tracked -PP children will all be included in Every Day Readers initiative. -Organise reading champion initiative to provide extra reading support for PP children. -All staff are made aware of PP children and intervention needed	-Ensuring all children are at age related and pass their phonic screen check in year one to give them the base chance of being EXS at minimum by the end of Year two.  -PP children are receiving a daily one-to-one read so they have regular practice to apply sounds learnt.	Half termly RWI assessments to ensure rapid progress through the bands. Termly phonic screen checks.  Careful organization of RWI groups and deploying highly skilled staff with more vulnerable groups. All staff know who PP children are so they can be targeted in phonic sessions.  Literacy lead not teaching a group so can train and keep track of progress or earlier movement of children  PP lead to scrutinize year group data, class data and class intervention timetables	BR  BR  BR  DS	Half termly assessment  PP meetings   Half termly Staff meeting time with all staff to plan provision for PP children
Improve language and communication skills for PP children in EYFS	Deliver SALT programmes for PP children Talking tables Helicopter stories Everyday Readers including picture books Circle Time (S&L skills)	Baseline data shows 11% of PP children were working at ARE+ (FS2)  Baseline data shows 0% of EYPP children were working at ARE+ (FS1)	Intervention will be planned and logged on class intervention timetables  -Data will be analysed termly	CD	Half termly assessment PP meetings Staff discussions DEP action plans Appraisal targets/documents  Current data is showing children working at



PP children have equal opportunity to take part in clubs and extra-curricular experiences	Funding for school visits no cost for PP children School uniform vouchers	Ensure PP children have access to the full range of curriculum enrichment activities to support development of self- esteem, confidence and life experiences.		Office staff	Annual costings reviewed July 2019 and future costings budgeted for April 2019
Improve reading opportunities for PP children in school and encourage reading at home in order to accelerate progress.	-Ensure daily one to one reading in school for PP children which will be logged on class intervention timetable Train a team of reading champions to provide extra daily one to one reading for PP children. Provide extra reading incentive prizes for when PP children read at home.	Children are having daily opportunities to apply their phonic skills and to build up fluency in their reading. Children get quality discussion with an adult around the text A love of books and sharing a book is encouraged which may then be replicated at home.	All staff will identify PP children for every day readers and include them on class intervention timetable. PP lead will check class intervention timetables to ensure this is happening. Literacy Lead will co- ordinate a team of reading champions and train them.	DS	Termly data analysis What is the progress of PP children? Are gaps narrowing?
Professional development for all staff Around PP.	-Central up to date copy of PP children on server -Create PP children profile -All PP children are tagged on Mags, class profile -Collect information on barriers to learning  -PP lead meets with bursar regarding costings Devise new collection sheet for all staff to use which tracks class data including PP children's attainment and progress  -Train staff how to use mag to collate class data for PP children. -Support will be available for staff to complete class intervention timetables.  -PP lead will meet with TAs to ensure they know who PP children are and that they are using their class intervention maps.	-The new PP lead has a clear understanding of the role -All staff are aware of PP children and are tracking progress and attainment at a class level and providing extra support and intervention so that all PP children are achieving on par with non PP children.	All staff will be part of a whole school PP review day. Actions will be shared with all staff. PP children will be a focus of staff appraisal and pupil progress meetings, Drop ins and Learning Scrutinies will focus on PP children PP lead will have time to scrutinise class provision timetables and data to see if appropriate intervention is in place to address gaps/statements not achieved.	MS DS	PP report will be reviewed at the end of the year.  PP lead will review performance towards this target in appraisal
<b>Total budgeted cost</b>					<b>£5,520.00</b>

**The funding received from Early Years Pupil Premium and Pupil Premium for 2018-2019 will be allocated in the following ways:-**

	Proposed Expenditure	Actual expenditure
<b>Quality of Teaching for all = £31,538.00</b>		
Maths Intervention	£29,538.00	
Maths 'Maths Mastery' Training Maths Leader support	£1,200.00 £600.00	
Reading for Pleasure Training	£600.00	
Phase 1 Letters and sounds training	£50.00	
Curriculum Design Training	£150.00	
<b>Targeted Support = £34,757.00</b>		
Social, Emotional and Mental Health support for pupils EPS (SEMH team)	£14,640.00 £3,600.00 £3,300.00	
Resources Therapeutic Stories	£100.000	
CLL and Phonics intervention EYFS – staff salaries	£6,870.00	
KS1 phonic boosters	£3,347.00	
KS1 fine motor skills/ H/W boosters	£2,500.00	
Accelerating Progress in Reading through the engagement of children and families in whole school initiatives.	£400.00	
<b>Other Approaches = £5,520.00</b>		
Subsidised Visits and After School Clubs (average of 2 visits per pupil per year @ £15.00)	£1020.00	
Uniform vouchers	£250.00	
Staff participation in PP Review and staff visits to other settings	£1000.00	
PP lead release time- track progress and observe PP children	£ 600.00	
Reading incentives	£500.00	
Reading Materials to address gaps in provision and engage boys	£1,000.00	
Staff Release Time to produce reports and analyse data for PP children's attendance	£ 1,150.00	
<b>Total</b>	<b>£71,8155.00</b>	

## 6. Review of expenditure

Previous Academic Year

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	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

### ii. Targeted support

Desired outcome	Chosen action / approach	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

### iii. Other approaches

Desired outcome	Chosen action / approach	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

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.