



BRANSTY PRIMARY SCHOOL

Pupil Premium Funding Statement 2020-2021



Total Number of Pupils	44/203	£48,840
Percentage ever 6 children	22%	
Children Looked After / PP+	2	£3,800
Ever 3 service children	4	£1,200
Early Years PP	2	
Total amount of Pupil Premium		£48,840

Ever 6 - child who have been in receipt of Free School Meals during their time at school (£1320 per pupil)

E3 - Service children (£300 per pupil)

CLA - Children Looked After (£1900 per pupil)

In school barriers	out of school barriers
speech and language on entry	Parental aspiration
mental health / nurture / well being	Ability to gain support at home with learning
children's engagement in their own learning	intergenerational 'out of work' culture

Following data analysis of the Academic Year 2017 - 2018, this table shows how the pupil premium children performed in comparison to their peers.

Year	Reading	Writing	Maths
1			
2			
3			
4			
5			
6 (these pupils have now left)			

The children have now all moved up one year group.

By analysing this data, actions are in place to monitor:

- HA PPchildren

2018 - Outcomes by Pupil group

Early Years - GLD data:

	ALL pupils	PP pupils	Non PP pupils
GLD	70%	4/8 50%	71%
Gap		21%	
<ul style="list-style-type: none"> • PP children with multiple barriers • SEND PP children 			

Year 1 Phonics

	ALL pupils	PP pupils	Non PP pupils
Phonics	91%	5/5 100%	18%
Gap		+19%	

Year 2 Phonics - retake

	ALL pupils	PP pupils	Non PP pupils
Phonics retake			
Gap			

KS 1 SATs (Year 2)

	ALL pupils	PP pupils	Non PP pupils
Reading	79%	3/5 60%	
Gap			
Writing	57%	2/5 40%	
Gap			
Maths	86%	3/5 60%	
Gap			
Reading Writing Maths	57%	2/5 40%	
Gap			
<ul style="list-style-type: none"> • AD (SEND / Services) taken out of statistics R = 100% M= 100% • Caden EHCP 			

KS2 SATs - Year 6

	ALL pupils	PP pupils	Non PP pupils
Reading	86%	6/8 75%	
Gap			
Writing	73%	5/8 63%	
Gap			
Maths	82%	6/8 75%	
Gap			
English, Grammar, Punctuation & Spelling	86%	6/8 75%	
Gap			
Reading Writing Maths	64%	4/8 50%	
Gap			

Greater Depth 4/8 50%

Reading - 2/8 25%
 Writing - 2/8 25%
 Maths - 0/8 0%
 SPaG - 1/8 12.5%

Areas for focus:

- Multiple barriers - SEND / EAL / Service (EY's / KS1)
- KS1 writers (1 pupil who now has an hearing aid fitted)
- KS2 writing (dystrophic / SEND / writer)
- GD maths (108 / 109 - nearly there)

Pupil Premium funding 2019 - 2020 priorities will continue to support and target children and families within four categories:

- Support **families and children** on basic skills.
- Ensure children are **READY for learning** and the school day ahead - **Emotional support**
- **SUPPORT** children in their learning and development.
- Offer **AFTERSCHOOL** and **family support** and child development.

	PRIORITY	AIMS	COST	IMPACT lessons learnt reviewed 3x / yr
1.	Parent involvement	<p>To ensure our families have the capacity to support our pupils at home</p> <p>Parents skills are used to assist with learning at home</p> <p>To ensure PP children have access to resources and information to aid further learning</p> <p>Offer parent courses via Family Learning link - Anne Garside</p>		<p>Children are able to extend learning opportunities beyond the school day Out of provision numbers have continued to rise and children have accessed homework clubs</p> <p>Workshops enable parents and carers to understand the requirements of the curriculum and methodology to assist with homework (Due to school closures these scheduled workshops were cancelled)</p> <p>Closing the gap and ensuring children are able to access new curriculum requirements.</p> <p>Diminishing the Differences (End of year data unavailable due to school closure)</p> <p>Educate parents in how their children learn (Some parents have had the opportunity and attended courses including triple P parenting course)</p>
2	To develop speech and language from EYs	<p>Talk boost</p> <p>Nursery Rhyme curriculum</p> <p>role modelling speech in provision</p>		<p>Weekly Talk boost interventions to develop speech and language (Interventions were successful and progress had been made, interventions will continue into the next academic year)</p>

		Talk for writing		
3.	Support reading achievement	<p>Intervention programme to address the comprehension skills to enable pupils to answer questions in a given time</p> <p>Individual readers to target those children not being supported at home, requiring further reading support outside lessons. Targeted lists with PP / LA then all on a daily basis</p> <p>Reading Mafia to target each PP child every day</p> <p>Update and renew the Home Learning journals and incorporate target words and question prompts for parents</p> <p>Reading Intervention programme - TRUGS / IDL</p>	<p>£3000</p> <p>TA support</p> <p>£2500</p>	<p>Introduction of AR (Reading at home has increased, quizzes have been enticing for children to read more, deepens understanding through questions)</p> <p>Workshops for parents' (information issued to all parents via online link)</p> <p>new books to entice and motivate reluctant readers (Children motivated and more willing to read)</p> <p>Ensure all children are being heard and reading improves across the school.</p> <p>Targeting children with specific reading difficulties or comprehension skills in order to close the gap at KS2.</p> <p>Interventions (IDL/Toe By Toe) ran consistently, children engaged and showed improvements in Literacy work, Due to school closure these sessions were unable to continue</p>
4	Improve the mental health and wellbeing of young children, to avoid problems in later life.	Nurture intervention set up in all classes with a focus on the most vulnerable		<p>Access and Inclusion Manager ran weekly intervention/therapy sessions working on emotional wellbeing (interventions ran consistently and started so show improvements in emotional development in some children. Due to timetable restrictions less children had access to these services)</p> <p>Staff ELSA trained 2 member of staff</p>

				fully trained as ELSA's
5	To ensure each child reaches their full potential by removing barriers to aspire to do well	Ensure an increasing number of children receiving the PP funding exceed expectations and have the opportunity to work at greater depth		Ensure that high achieving children who receive the PP funding achieve their potential. (End of year data unavailable due to school closure)
6	<p>Access to provision beyond the school day is provided</p> <p>Enhance children's understanding of world</p>	<p>Sessions at:</p> <p>Breakfast Club</p> <p>The Beehive (After school club)</p> <p>Holiday clubs are encouraged and offered for FREE or at a reduced rate</p> <p>Nursery sessions offered additional to 15 hour blocks</p>	£	<p>Daily reading All children who attend after school clubs are read to</p> <p>Assistance with homework available including SATs booster clubs</p> <p>assistance with weekly spellings / times tables achieved sometimes but due to time restraints and high numbers</p> <p>bespoke list of individual needs provided by the class teacher for foci for The Beehive team</p> <p>Provide disadvantaged children with life skills and knowledge of healthy eating. Introduced ecotherapy sessions with PE coach and AIM, limited to small numbers</p> <p>Contribute to the improvement of writing, diminishing the differences interventions took place weekly, first quality teach, CPD for support staff</p>
7.	Assistance with block payments	Financial support to ensure families encourage children to take part in	<p>Residentials: £3000</p> <p>Other trips</p>	<p>Ensure PP children achieve their full potential.</p> <p>Ensure all children have the opportunity</p>

		<p>educational visits and residentials</p> <p>transport subsidised to ensure wide curriculum always offered for thematic units of work</p>	<p>£2000</p>	<p>to take part in wider experiences, which may incur costs. All PP children were offered residentials, trips and out of provision at a reduced rate</p> <p>Offer positive learning experiences.</p>
<p>Predicted spending for the year to date £48,840</p>				