

Pupil Premium Expenditure

2014/2015

Context Of School

The school is larger than average in size. Most learners live in the immediate vicinity of the school and come from mixed backgrounds with a few needy areas. Traditionally, many families have lived in Bramley all their lives, with some new families recently moving into the new housing in the area. More recently, there has been an increase in families moving into the area from further afield due to the ease of location to the motorway network.

School deprivation factor is lower than National average. The school population is fairly stable and the number of pupils leaving school is low. However, a number of pupils enter school during the academic year throughout key stages.

The majority of children are white British with a few families from ethnic minority groups where the first language spoken at home is not English, but the children themselves are confident English speakers and use English as their first language.

There are a decreasing number of children with statements of special needs as well as a decrease in the number of children supported at school action and school action plus, as the school has worked hard to ensure that those with Special needs have a specific need and are not merely low achievers. Many of the children who have a statement of special educational needs have social needs as well as learning needs.

Objectives Of Pupil Premium Spending

The key objective for the school in using the pupil premium grant is to narrow the gap between pupil groups and to ensure that all children make good or better progress and achieve the best they possibly can academically as well as social and emotionally.

In order to decipher how best to spend the funding to maximise impact, we carried out careful analysis of tracking data and drew on our robust self -evaluation procedures to inform our practise. We have also used existing research and publications including those from OFSTED good practise series and findings from the Sutton trust to inform our decision making.

We have continued to invest heavily in ensuring success in phonics, reading, writing and maths through resourcing and developing teaching and learning. We have trained all staff in the delivery of RWI and purchased resources to ensure those who need 1-1 or small group intervention have access to high quality literacy. In KS2, we have invested in a highly structured language and literacy programme and spelling. Relevant staff have received training in the delivery of these programmes and shared good practise across the phase. We have also invested in personnel time and development to deliver pastoral support to children in order to remove the barriers to learning and to improve attendance of the most vulnerable learners. The school has also invested in the use of gardening sessions aimed at raising self- esteem through planting and growing, developing an allotment and the school grounds.

We have sought external organisations and provided opportunities for children to have an enriched curriculum through day and residential visits, provision of music lessons and sporting activities.

Pupil Numbers	
Number On Roll	327
Number of Pupil Premium Children	51 = 15% Of the School Population

Pupil Premium Grant Received	
Total Amount Received	£49 725

Focus 2014/15
<ul style="list-style-type: none"> • Securing strong skills in reading, phonics and writing • Removing barriers to learning through social and emotional support • Enrichment beyond the curriculum • Raising confidence and self- esteem

Record of Pupil Premium Spending by Initiatives			
Project	Cost	Objective	Outcome
Enrichment Activities including, subsidised school visits	£10 000	<ul style="list-style-type: none"> • To raise confidence and self -esteem through participation in a wide range of activities including subsidised school visits 	All eligible children participated in school visits including residential.
Pastoral support programmes including employment of a pastoral lead for vulnerable learners , professional development to facilitate delivery of programmes and resources	£20 000	<ul style="list-style-type: none"> • To remove barriers to learning 	
KS1 - Phonics/Reading programme including resources, staff development	£10 500	<ul style="list-style-type: none"> • To secure good or better progress in reading • To secure good or better progress in writing 	Phonics greatly improved. Attainment Gap between Pupil premium and non-pupil premium reading and writing has

<p>KS2 - Continuation of phonics/Reading programme. Y3/4 Structured spelling programme including resources, staff development. UKS2 - Structured literacy programme including staff development, resources</p>		<ul style="list-style-type: none"> To secure phonic skills including a high pass level for Y1 phonics screen 	<p>narrowed in KS1.</p> <p>KS2 - Y3 Reading and writing attainment gap has remained the same</p> <p>Y4 Progress in reading and writing good or better.</p> <p>Y5 progress in reading and writing good or better.</p> <p>Y6 progress in reading outstanding, writing progress remains a key issue.</p>
<p>Kitchen Gardens - Raising self- esteem through planting and growing</p>	<p>£4500</p>	<ul style="list-style-type: none"> To raise confidence and self -esteem through participation in a practical project 	<p>Children who have participated show a higher level of engagement in learning.</p>

Impact
<p>Progress made by pupil premium children in the majority of year groups is good in the areas of reading and maths. Some year groups show good progress in writing, but this needs to be consistently good across the school for all pupil premium children. Actions taken to improve writing need to be embedded. Termly tracking and intervention plans enable leadership to intervene at the earliest possible time and match pupil's needs with specific provision and intervention.</p> <p>The employment of a pastoral teaching assistant is ensuring barriers to learning are tackled swiftly. Children who have accessed this support have grown in confidence and for those with attendance difficulties there have been improvements. Support offered to LAC children has resulted in good progress in reading and maths.</p> <p>The pupil premium grant has allowed the school to offer a range of enrichment activities ensuring equality of opportunity for all.</p>
Evidence
<p>Pupil tracking shows the progress children have made in reading, writing and maths</p> <p>Intervention plans show the children who were targeted to make better progress</p>

Pastoral support records shows the children who have accessed support and the impact of this.

