

Pupil Premium Strategy Statement

1. Summary information					
School	Bramley Park Academy				
Academic Year	2019-20	Total PP budget	£228,360	Date of most recent PP Review	N/a
Total number of pupils	298	Number of pupils eligible for PP	160 – 54%	Date for next internal review of this strategy	Oct 20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Proportion achieving expected attainment or above in reading, writing & maths	43%	70%
Average progress score in reading	-0.14	+0.31
Average progress score in writing (TA)	-1.09	+0.24
Average progress score in maths	-1.16	+0.31
3. Barriers to future attainment (ie an increased <i>likelihood</i> that pupils eligible for PP will exhibit these factors)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Higher expectations for school performance and historic underperformance have widened gaps in understanding basic concepts, leading to poor outcomes for progress and attainment for eligible pupils against in school data and versus National.	
B.	Oral language skills of PP children in EY and on entry identified via baseline data	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance and persistent absence rates inhibit access to regular quality first teaching	
F.	Significant social deprivation and need to access external agencies and support impacts on families and individuals	

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Diminishing average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups as identified through internal tracking and data analysis. (<i>IDSR, Diagnostic termly testing, class provision maps, Target Tracker</i>).	Internal data to show diminishing differences between 'Disadvantaged' and Other pupils throughout the school, considering individual pupils' varied starting points and cognitive ability. Statutory outcomes at ELG, Phonics Year 1 check, Phonics Year 2 re-check, KS1 attainment, KS2 attainment and KS2 progress show significant uplift towards NA – as outlined in targets in the 'Plan on a page'.
B.	Increased attendance and consistently positive behaviours for learning evident for the vast majority of targeted pupils. (<i>Arbor attendance data, CPOMS</i>)	The difference between attendance data for PP and non-PP pupils continues to diminish over time. Attendance average for PP children is consistently (6 months +) above 95% Persistent attendance (>10%) for the group FSM is reduced below 10%
C.	An inclusive approach to extra-curricular activities provides enhancement and enrichment for all pupils eligible for PP	Access for all eligible pupils to enrichment, extra-curricular

		activities, school trips and residential visits
D.	Individual learning needs of eligible pupils are clearly planned for in lessons and assessed via Target Tracker and pupil progress updates. Targeted interventions have a positive impact on pupil progress	Planning and teaching addresses the needs of all pupils, setting high expectations and clear next steps. Statutory outcomes reflect improved outcomes in attainment and progress.
E.	Continued use of pastoral team to engage with hard to reach parents, encourage participation with pre and post school opportunities, improved attendance and engagement with school.	Highly effective emotional, social and behavioural support in place to meet individual and family needs
F.	Early language support and intervention for children in EY who are eligible for PP	Language acquisition of PP children is in line with National equivalent at end of EYFS.

G.	Robust approach to the deployment of PP premium through the newly appointed Governing Body. Governing Body are full away and challenge the spend in line with impact of outcomes for PP pupils.	Governing Body are robust in the accountability spending and impact of PP allocation to BPA.
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5. Planned expenditure

Academic year	2019-20 (estimated costs for 2 terms only – approx. £)
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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 (including evidence-based, focused group learning delivered by support staff)

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
<p>To continue to diminish average achievement difference between ‘Disadvantaged’ and ‘Other’ pupils in all year groups as identified through internal tracking and data analysis. (IDSR, Diagnostic termly testing, class provision maps, Target Tracker).</p> <p>Individual learning needs of eligible pupils are clearly planned for in lessons and assessed via Target</p>	<p>Non-contact time for SLT to evaluate data, teaching and learning and model excellent practice as lead practitioners. £10,481.41</p> <p>Staff training in key areas to support and challenge PP pupils.</p>	<p>Robust analysis of internal tracking and statutory outcomes in order to have whole school focus and coaching model to improve practice from Hattie (2014) Ch 12, & effective identification Ofsted (2013)</p> <p>The quality of first teaching is thought to have a disproportionately high effect on PP pupils, and</p>	<p>SLT and HT to monitor delivery and impact with reports to Governors and Trust via assurance framework and data requests.</p> <p>Consider additional training for all teachers in how to deploy TAs in the classroom.</p>	<p>SLT and HT</p>	<p>All reviews July 2020 in the first instance</p>

<p>Tracker and pupil progress updates. Targeted interventions have a positive impact on pupil progress</p>	<p>To include expertise and CPD/Networking opportunities. Use of additional Trust capacity to ensure data capture is rigorous, aligned to key areas for focus and develops a series of interventions and QFT that accelerates the progress of PP learners.</p>	<p>effective CPD / training is a precursor to this.</p> <p>Schools that use PP most effectively identify those pupils who are underachieving. The school can only target the correct interventions at pupils with the most detailed knowledge of their specific needs. Ofsted 2013.</p>	<p>HT to ensure that appropriate areas for training are identified and input delivered effectively based on internal tracking and statutory data analysis.</p> <p>WAF to identify additional AP capacity as appropriate.</p>		
<p>Early language support and intervention for children in EY who are eligible for PP through targeted QFT</p>	<p>A range of quality resources and interventions to be used to identify and tackle poor oracy and communications skills including deployment of UPS1 staff - £29,316.80</p>	<p>EEF – ‘On average, children who are involved in communications and language approaches make approximately six months additional progress over the course of a year’.</p>	<p>EY lead to provide termly updates on the progress of children from their various starting points through structured QA profile</p>		
<p>An inclusive approach to extra-curricular activities provides enhancement and</p>	<p>Subsidising the set up and running of extracurricular pre</p>	<p>Case studies from Ofsted 2013 describe broadening social experiences conducive to improved</p>	<p>Pupil voice/parental feedback can be used to evidence impact.</p>		

<p>enrichment for all pupils eligible for PP</p>	<p>and post school opportunities. Full contribution towards the cost of residential and non-residential educational visits for targeted eligible pupils. £19,787.36</p>	<p>learning behaviour and development of social and emotional skills. (p.18)</p>			
<p>Continued use of pastoral team to engage with hard to reach parents, encourage participation with pre and post school opportunities, improved attendance and engagement with school.</p> <p>Continued increased attendance and consistently positive behaviours for learning evident for the vast majority of targeted pupils. (<i>Arbor attendance data, CPOMS</i>) <i>Clear</i></p>	<p>Pastoral team costs to support the PP population – with regard to their attendance and home school liaison. Buy back in to Bramley cluster and associated social work pathways. £28,882.06</p> <p>Staffing for pastoral team and resources Breakfast club targeted at disadvantaged families £17,029.37</p>	<p>Supporting children with challenging behaviour (2011) shows effectiveness of nurture group provision, when allied to academic outcomes. Evidence of effectiveness from Ofsted 2013, (P.19)</p> <p>Attendance and punctuality correlated with attainment (Ofsted 2013 _ how schools are spending the funding, p.18) EEF report on breakfast clubs November 2016</p>	<p>Clear and open lines of communication ensure leaders have the information around attendance, punctuality and home/school liaison. Use of CPOMS and Arbor to facilitate electronically.</p> <p>Pastoral team accountable to HT and attendance data/take up analysed termly for targeted children. Reports from Pupil progress meetings include outcomes of improved attendance, punctuality and behaviour issues.</p>		

evidence to be available of targeted group	Supply of new school uniforms and PE kit to remove barriers for the vast majority of pupils. £15,000.00 Arbor licence to be used to monitor attendance and punctuality and provide real time information for leaders. £4,311.00		Internal assurance via LGB reports and also externally via Trust WAF and ADG groups.		
Total budgeted cost					£114,326.59
ii. Targeted support					
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?
Individual learning needs of eligible pupils are clearly planned for in lessons and assessed via Target Tracker and pupil progress updates.	IT licences along with enhancement of school library to, e.g., and Bug club to be used to target the core skills of pupils. £5000	Robust analysis of internal tracking and statutory outcomes in order to have whole school focus and coaching model to improve practice from Hattie (2014) Ch 12	Identified children through Pupil Progress meetings and effectiveness underlined by internal tracking and statutory results. Use of Arbor and School		

- Ensure that the pupil premium action plan is shared with newly formed Governing Body and they are robust in the accountability of the spending.
- Ensure that the system of link Governors has an appropriate Pupil Premium champion to query outcomes and ask specific questions of leadership over achievements.
- Ensure all data presented to teachers, Governors and external visitors has separate Pupil Premium section
- Consider how to quality assurance additional tuition/intervention groups that are funded by Pupil premium to ensure value for money and impact on outcomes
- Establish a Pupil Premium champion amongst the staff who can collate information, monitor progress of plan and report directly to leadership.