



Pupil Premium Expenditure

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 invested 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. We have also invested in securing high quality personnel to implement and deliver numeracy interventions. We have also invested in personnel time and development to deliver pastoral support to children in order to remove the barriers to learning.

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	49

Pupil Premium Grant Received

Service Children	£300 per pupil
Looked After Children	£900 per pupil
Ever 6	£953 per pupil
Total Amount Received	£42 179

Focus 2013/4

- Securing strong skills in reading, phonics, writing and maths
- Removing barriers to learning through social and emotional support
- Enrichment beyond the curriculum
- Developing partnerships with parents
- Securing at least 3.5APS in reading, writing and maths

Record of Pupil Premium Spending by Initiatives

Project	Cost	Objective	Outcome
Enrichment Activities including music tuition, subsidised school visits	£9576.50	<ul style="list-style-type: none"> • To ensure children have a school lunch • To raise confidence and self-esteem through participation in a wide range of activities 	Y6 children achieved L4 writing and maths, L5 reading. Average progress
Attendance	£4290	<ul style="list-style-type: none"> • To increase school attendance of specific pupils and reduce persistent absence 	Attendance lead. School attendance increased to 96.4 exceeding target set. % persistent absence reducing.
Literacy Interventions- reading and writing: small group intervention with a teacher, support in class, RWI, project x and fresh start	£11910	<ul style="list-style-type: none"> • To secure good or better progress in reading • To secure good or better progress in writing • To secure phonic skills 	Average Reading progress 5.8APS Average Writing Progress 3.9APS
Maths Interventions : Small group intervention with a teacher, support in	£7290	<ul style="list-style-type: none"> • To secure good or better progress in maths • To secure basic skills in maths 	Average progress 4.7APS

class, additional maths with specialist maths HLTA			
Pastoral Support including transition programme	£8016	<ul style="list-style-type: none"> To remove barriers to learning To raise confidence and improve self esteem To secure transition to the next phase of learning 	Children more confident. Showing improved self esteem.
Achievement for All	£1100	<ul style="list-style-type: none"> To develop partnerships with parents 	Stronger involvement in supporting children's learning impact on progress in core areas. Average APS all subjects 4.5

Impact

Progress made by those eligible for pupil premium is outstanding in reading and maths and almost outstanding in writing. Termly tracking and intervention plans enable leadership to intervene at the earliest possible time and match pupil's needs with specific provision and intervention. The ability to employ a pastoral teaching assistant who is responsible for removing barriers to learning has proved a success particularly in targeting attendance which exceeded the target set and reduced persistent absence.

The pupil premium grant allowed the school to offer a range of enrichment activities which proved to be successful in developing confidence and raising self-esteem.

Evidence

Pupil tracking data for the financial/academic year shows individual progress and measures the impact of the interventions children have accessed.

Intervention plans show which children were targeted during the financial/academic year and for which reasons.

Finance tracking shows the range of enrichment activities children accessed

Individual plans show how parents supported with learning targets of identified learners.