

Braywick Court School's Pupil premium strategy

Pupil Premium

At Braywick Court, we believe that every child has the right to achieve, succeed and thrive. We have high aspirations and ambitions for all of our children. We are driven by our belief that every child should have the opportunity to learn, make progress and fulfil their potential. As a school community, we work together collaboratively to carefully assess and monitor each child and to tailor learning opportunities to enable every child to realise their full potential.

Our pupil premium money will be utilised in a range of ways that we believe will have the greatest impact on those who are entitled to receive this additional funding. We will use it to provide a range of additional support for our children and our intention is that these specific interventions will have a significant impact on children's learning and progress and so their attainment.

Our key focus in determining effective use of the Pupil Premium Grant is to narrow the gap between pupil groups to ensure that every child is able to make at least good progress. Nationally, children who are entitled to Free School Meals have historically achieved less well than their peers. At Braywick Court, we intend to ensure that the gap is closed for all groups of pupils and we will carefully monitor any trends in attainment for specific individuals or groups to ensure we can maximise the efficacy of our interventions and support.

Whilst we believe that effectively differentiated Quality First Teaching is crucial and ensure success and progress, we also understand the importance of targeted, precision intervention. As such, we use a range of intervention strategies to provide children with the additional support and challenge that they need in order to accelerate progress and for some children to eliminate barriers to learning so they are equipped with the tools, skills and experience they need to reach age related expectations and as they move through the school. Targeted support is being provided through one-to-one and small group tuition. These interventions support children in knowing where they are and what they need to do to improve their work.

Information for Pupil Premium at Braywick Court School

12% of children at Braywick Court School are eligible for free school meals, which is slightly less than the national average of 14.1%.

How do we decide what to use pupil premium for?

This is driven by the school leadership team and is based upon careful discussions, observations, assessment and monitoring. In collaboration with practitioners, leaders analyse the school data each term and make recommendations for the expenditure. We also surveyed parents and children from Pupil Premium families to find out what they thought would support their children the best.

1. Summary information					
School	Braywick Court School				
Academic Year	2019/20	Total PP budget	£15,840	Date of most recent PP Review	January 2019
Total number of pupils	182	Number of pupils eligible for PP	12	Date for next internal review of this strategy	September 2020

2. Intended outcomes		Success criteria
A.	For the children in Year 5 who are eligible for funding to achieve in line with the rest of their class.	100% of these children to achieve Expected Standard in the KS2 SAT's.
B.	For children across the school to continue to achieve in line with those not eligible for funding.	When dividing into cohorts of Early Years and KS1; KS2, the percentage of students achieving Expected Standard compare positively with the rest of the phase.
C.	To provide appropriate enrichment activities that will improve self-esteem and social skills.	Positive participation in extra-curricular activities – attending at least one extracurricular club per week; notably improved social skills and positive attitude to learning; attendance of residential trips in Years 4 and 6.

Previous Academic Year 2018-19			
Action	Intended outcome	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)
Continue to have high expectations and provide high quality interventions for children eligible for Pupil Premium Funding.	Children eligible for funding to achieve in line with their peers, based on teacher assessment; PIRA	High quality interventions run throughout the year up until lockdown. Built children's confidence, especially through pre-teaching. Progress made in every subject for every child, but not always enough to bring them up to the expected level.	This target will remain in place, while the coordinator will identify factors which may have affected the lower percentage in Year 2, such as SEN or EAL. Pupil Premium Coordinator to work with relevant colleagues to accelerate the progress of these children this year.
To narrow the gap between children eligible for PP funding and their peers.	70% of children on Pupil Premium Funding to achieve the Expected Standard for their year group in July.	No formal assessments took place. Teacher assessment showed that children suffered during lock down through lack of support from home and poor engagement in home learning. Catch up intervention planned from September onwards.	PP coordinator to identify factors which have affected the progress of these children, and work with the relevant colleagues and agencies to close the gap.

Academic year 2019-20

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
To develop and improve progress in writing.	80% of pupils eligible for funding to achieve Expected Standard in reading for their year group.	School Development Plan	Termly monitoring of data, teacher assessment and work scrutinies.	Michelle Robertson
To ensure children eligible for funding achieve in line with the rest of the school.	<p>In Year 5, 100% of pupils eligible for funding to achieve Expected Standard by the end of the year.</p> <p>In Year 2, 50% of pupils to achieve Expected Standard in all subjects.</p> <p>In the rest of school, 80% to achieve Expected Standard in Writing, Maths and Reading.</p>	So that the funding money is directed appropriately and these children are given the same opportunities as their peers to excel.	Termly monitoring of data, teacher assessment and work scrutinies.	Michelle Robertson

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
To ensure children eligible for funding are included in booster groups.	Children eligible for funding to make accelerated progress, as a result of targeted interventions.	These children should be given priority places, as they may have fewer opportunities for external help outside of school.	Liaise with class teachers on inclusion in booster groups.	Class teachers of children eligible for funding. Intervention teacher

Spending allocations 2018-2019	Year group	Number of PP children	Cost	Impact
Experienced booster teacher running interventions in all year groups (part funded)	R-Y5	12	£4,750	Children are more confident to be able to access the work in class. Children continue to make at least expected progress. Specific children demonstrate better than average progress.
Teachers and support staff with designated time to run focused interventions (part funded)	R-Y5	12	£2,291	The majority of children have move at least one band (e.g. beginning to beginning +) in each half term that an intervention takes place.
Additional time teachers and Senior Leaders to provide booster classes and homework club after school	R-Y5	6	£1,240	Children complete homework effectively and regularly, including 1:1 reading. Children gain at least the expected standard in national tests: GLD, phonics screening, Y2 SATs.
DBS checks for volunteers who come in to school to work with Pupil Premium children on basic skills such as reading.	R-Y5	12	£60	To develop key reading skills, leading to better outcomes in reading and other curriculum areas where reading is a necessary skill.

Spending allocations 2018-2019	Year group	Number of PP children	Cost	Impact
Funded swimming lessons	R-Y5	12	£389	Children able to access the same broad range of experiences as their peers.
Funding school trips and experiences	R-Y5	12	£330	Children able to access the same broad range of experiences and curriculum enrichment as their peers.
Support with uniform and equipment costs	R-Y5	12	£500	Every child feels part of a wider community. Develops confidence and self-esteem. Ensures that no child feels different or isolated
Subsidised Before/After school activities and clubs		12	£3,040	Children have the same opportunities as their peers to select from a broad range of extra-curricular clubs and activities, including cooking, sewing, French, ballet, karate, homework club and a variety of sports.
Provide tea and access to Extended Care until 6pm		5	£340	Happier, healthy people who feel part of and valued by their community, eventually leading to better educational outcomes.
Equipment – specific to the individual child, for example writing slopes, gym ball		3	£100	Increased motivation to take part in lessons and to learn, eventually leading to better educational outcomes.
Laptops and other ICT equipment		14	£2,800	Support with basic skills such as typing for dyslexic children