

# James Montgomery Academy Trust Pupil premium strategy statement



1. Summary information					
<b>School</b>	Brampton Cortonwood Infant School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£42,500	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	184	<b>Number of pupils eligible for PP</b> <b>Number of pupils eligible for EYPP.</b>	28	<b>Date for next internal review of this strategy</b> <b>Final review</b>	January 2019 July 2019

2. Current attainment						
	<i>Pupils eligible for PP (Pure PP)</i>			<i>Pupils not eligible for PP</i>		
	Reading	Writing	Maths	Reading	Writing	Maths
<b>% achieving end of EYFS expectation in reading, writing and maths</b>	63.6 (100)	63.6 (100)	63.6 (40)	64	64	72
<b>% achieving end of KS1 expectation in reading, writing and maths</b>	58.3 (100)	50 (33.3)	58.3 (100)	87	90.3	83.9

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	PP pupils are generally making slower progress towards end of year expectations. PP children often have limited vocabulary, which impacts on reading comprehension, writing and mathematical reasoning.
<b>B.</b>	Low level behaviours and limited engagement and concentration of some PP children have a negative effect on their progress.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Many PP children are also on our SEN register and/or summer born. It is these complications that mean they progress at a slower rate, as our PP only children have better attainment and progress.
<b>D.</b>	Some PP pupils have low attendance rates.

<b>E.</b>	PP children have limited life experiences outside of school, impacting on their understanding of the world.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improve in year progress and attainment of all areas of PP children, with a clear focus on oracy in Pre-school to Y2.	Pupils eligible for PP will make rapid progress in reading, writing and maths so that all meet end of year aspirational targets. Those that are high attainers will achieve greater depth. Where PP pupils have low entry levels, the gap will be narrowed quicker.
<b>B.</b>	Improve low level behaviours, engagement and concentration	Low level behaviours will be eliminated through effective use of school values, behaviour system, clear communication with parents and positive praise and rewards to inspire and motivate children.
<b>C.</b>	Increase rate of progress for PP+SEN+SB group, ensuring each child meets their aspirational target.	Each child will meet their aspirational target in each area.
<b>D.</b>	Improve attendance and punctuality rates of PP children to ensure none fall into persistence absence bracket and all meet school target	PP children will meet school attendance target each term. There will be no persistent absence for PP children.
<b>E.</b>	Increase PP children's understanding of the world.	PP pupils will be provided with broader experiences, providing them with opportunities to explore the world and increase their understanding of it.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2018-19</b>			
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Budgeted costs</b>

<p>A Improve in year progress and attainment of PP children.</p> <p>B Decrease low level behaviours of all children.</p> <p>C Increase rate of progress for PP+SEN+SB group, ensuring each child meets their aspirational target.</p> <p>D Increase PP children's understanding of the world.</p>	<p><u>Assessment / Tracking</u> To continue to assess at 4 equally spread assessment points.</p>	<p>Four equally spread assessment points in line with all JMAT schools. Allows for cross school moderation at key points, to ensure accuracy.</p>	<p>Tracking ensures PPMs lead to effective interventions to maximise progress of PP cohorts. Clearer information to share with parents regarding next steps. Clearer information for monitoring by academy trust</p>	SLT	O'Track cost = £720
	<p><u>End of year review:</u> Tracking for PP has been broken down at each pupil progress meeting and as a result children have been targeted more successfully. Interventions have been in place as a result. PP Results: Reading 58 Writing 50% Maths 58% These are slightly below national for PP pupils. 2 pupils who were targeted for expected converted. The rest have been identified as having combined need and are making progress from their starting points. <u>Next steps:</u> Assess at two points in the year after initial target setting, following MAT model.</p>				£720
	<p><u>School Values / Systems</u> To promote use of school values and school systems at all times</p> <p>To reintegrate KAGAN strategies</p>	<p>These promote positive values at all times and ensure that low level behaviours are eliminated. B, B, B promotes independence and effort levels inspire children to perform to their best.</p> <p>KAGAN strategies keep children motivated and learning active, helping children perform effectively.</p>	<p>Drop ins Behaviour around school Lesson observations Staff discussions PPMs</p> <p>JM to deliver staff meeting to share KAGAN strategies JM to support staff with ideas and monitor the impact</p>	All SLT JM	
	<p><u>End of year review:</u> School values are referred to across school by all staff. Environment evidences their use. The plan to reintegrate KAGAN was not carried out as the SEMH needs of some of the cohorts resulted in a need for a more bespoke approach. Some Kagan strategies were used within this. <u>Next steps:</u> Further CPD for a consistent approach for behaviour for all and some more personalised approaches to those pupils with high need.</p>				
	<p><u>Marking and Feedback</u> To revisit policy with all TAs as</p>	<p>Effective marking and feedback ensures children a clear understanding of next</p>	<p>HLTA will revisit policy with TAs and provide 1-1 support if required.</p>	LP/VF	

	part of a performance management focus	<p>steps and progress quicker.</p> <p>Pupils have opportunities to respond to marking.</p>	<p>Monitored through the following systems:</p> <ul style="list-style-type: none"> <li>- During Pupil Progress meetings</li> <li>- By SLT during drop ins and lessons observations</li> <li>- Through work scrutinies</li> </ul> <p>Through the performance management cycle reviews</p>	<p>All</p> <p>SLT</p>	
<p><u>End of year review:</u> All TAs use the marking and feedback policy successfully.</p> <p><u>Next steps:</u> Ensure that all children are consistently responding to marking to make progress throughout the lesson.</p>					
	<p><u>Curriculum</u> To ensure our curriculum is inspiring and engaging, with use of hooks to capture children's interests. Development of working walls. Continued development / refining of immersive classrooms and use of alternative work spaces. For all pupils but particularly those who are harder to reach such as PP.</p> <p>To introduce forest school principles into outdoors through school</p>	<p>When engagement is high, attainment and progress is proved to be more effective.</p> <p>When working walls are used effectively and with a consistent approach, they support QFT and impact on progress.</p> <p>All children having access to alternative work spaces will ensure they are comfortable working, they have ownership of how they work, and they can meet their learning style. All of which will impact on attainment and progress.</p> <p>Evidence shows that forest schools improve engagement and will particularly engage our hard to reach boys</p>	<p>Planning for effective and engaging entry and exit events for topics</p> <p>Monitored through the following systems:</p> <ul style="list-style-type: none"> <li>- During Pupil Progress meetings</li> <li>- By SLT during drop ins and lesson observations.</li> <li>- Through work scrutinies When data is analysed by SLT every 10 weeks.</li> </ul>		<p>£1050 class termly money.</p> <p>£1795</p>
<p><u>End of year review:</u> Tracking is now more effective for all vulnerable groups. This has impacted on quality of middle leadership in school and middle leaders have been trained in the use of O'Track – they now have full responsibility for using the O'Track analysis reports to look at impact on their own subjects. This has impacted positively on the progress of their subjects. Information has also been used to inform pupil progress meetings.</p>					<p>£1050 - £50 per class per term. £4740 (Forest School)</p>

	<p>Brain Buddy Boss is now integrated in everyday school language and children strive to achieve this. Active learning has been implemented throughout all curriculum areas, including active maths and phonics, and is identified as part of our curriculum intent. See end of year data for impact, particularly GD.</p> <p>Impacted directly on quality of T&amp;L. The children are clear of their next steps and maximise progress. Staff are confident in their feedback to children. See end of year data for impact.</p> <p>Children enjoy learning and topics, this was evident from pupil questionnaire responses. Working walls and development of quality resources supports all children to access their learning. Individual learning styles are met through alternative use of learning spaces and environments. This has impacted on end of year data for our PP children.</p> <p><u>Next steps:</u> Reading curriculum. New library.</p>	
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**Total budgeted cost for part i**    **£3565**

**Actual spend**    **£6510**

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Budgeted costs</b>
A Improve in year progress and attainment of PP children.	To implement specific interventions at Wave 2 designed by VF and Learning Support	Specific intervention to support lower ability children to build early reading skills. High success rate proven. Targeting children in Y2 who are working well below in reading. Link to IEP targets.	Half termly intervention meetings O'Track data Staff expertise to target the right groups Analysis of ongoing assessments	VF with LP/SH	£0
B Improve learning behaviours of all children.	To employ a reading partner for 12 hours per week in KS1 – JL's role	Targeting children slightly below who do not get home support in their reading.	As above + PPMs	LP/JL	£6094
D Increase PP children's understanding of the world.	To employ a reading partner for 7.5 hours per week in F2 – HC's role		As above + PPMs	LP/HC	£3708
	To use Active Phonics interventions	F2 and Y1 TAs trained. Strategies to engage boys and also is being used as an intervention for children falling behind in phonics.	LP to work alongside staff	LP	£0
	To employ an additional member of staff to work across school to deliver bespoke interventions, including support for oracy	Data analysis showed a high percentage of PP working well below in communication and language. Early Years PP funding is being used to provide an additional member of staff used to support interventions	Bespoke interventions to meet individual and group needs, identified through intervention	SH	£15,766

	<p>To implement social and emotional wellbeing interventions delivered by LP and SH</p> <p>To use school dog to support emotional wellbeing of pupils - Luna</p>	<p>Removal of barriers to learning. Improve confidence and self-esteem.</p> <p>Removal of barriers to learning. Improve confidence and self-esteem.</p> <p>Studies have shown that a dog in school can improve the well-being of children and lower the rates of anxiety. This links into our removal of barriers to learning and supports children's social and emotional development.</p>	<p>meetings</p> <p>All policies, procedures and consent forms in place</p> <p>Luna has a timetable to support as many children as possible (reluctant readers, lunch with LUNA, playtimes and daily miles, intervention groups, incentive time with children and classes)</p>	<p>LP/SH/ LUNA</p>	<p>£12,669</p> <p>£100 Resources</p> <p>£200 Luna insurance</p> <p>£100 resources for other pets</p>
	<p><u>End of year review:</u></p> <p><u>READING INTERVENTION</u></p> <ul style="list-style-type: none"> <li>6 PP children have accessed reading interventions across the year. 4 of these finished the year at expected reading levels (including 1 at GD), with the other 2 making better than expected progress.</li> <li>A further 12 children accessed reading intervention, with 8 of the 12 ending the year at expected reading levels and the other 4 closing the gap by making better than expected progress.</li> </ul> <p><u>EYFS IMPACT</u></p> <ul style="list-style-type: none"> <li>EYs CLL – End of year data for CLL shows that PP and Non-PP children performed the same and PP slightly higher than Non-PP at GD. 100% of pure PP children achieved CLL.</li> </ul> <p><u>SOCIAL AND EMOTIONAL INTERVENTION IMPACT</u></p>				<p>£6070</p> <p>£4026.75</p> <p>£13,605</p>

	<ul style="list-style-type: none"> <li>8 PP children have accessed SEMH programmes across the year. These have included 5 accessing 1:1 emotional support, 1 accessing self-esteem building and 3 accessing MIND. Two girls accessing support have reached their potential and ended the year gaining GD in all areas. 3 children at risk of exclusion remained in school and were able to access in class learning due to the impact of this work.</li> </ul> <p><u>Next steps:</u> Use of TA to target CLL in EYFS. CPD for EYFS staff to ensure quality reading teaching and support. Print rich environment in EYFS.</p>	£12,669	£217		
<b>Total budgeted cost for part ii</b>			<b>£38,637</b>		
<b>Actual spend</b>			<b>£36487</b>		
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Budgeted costs</b>
C Improve attendance and punctuality rates of PP children to ensure none fall into persistence absence bracket and meet school target.	To revamp our attendance incentives for children, both short term and long term  Continue to complete traffic light risk assessment to target children effectively  Continue to implement timely	Following a drop in attendance figures last year we need new incentives to inspire and motivate the children  Careful targeting from risk assessment	Classopoly game – large display in the hall. Focus on attendance every Monday in assembly. Class % go on the display board. Winning class roll the dice for their treat. Luna visits the winning class for afternoon register and end of day story on a Monday. Winning class information goes on the Friday letter. Children every Friday receive a dojo if they have been at school and on time all week. Termly certificates and stickers for children reaching our target of 96% End of year gift voucher awarded for children with 100% attendance for the year.  Risk assessment updated fortnightly.	All staff	£100 for year for classopoly treats  £100 certificates and stickers  £150 estimated for vouchers

	attendance meetings  Continue to use attendance panel meetings to impact on persistent absence	Clear and timely systems to impact positively on attendance figures	Letters go out for attendance meetings and panel.		
	Attendance for the end of the year was 96%. This was also the attendance figure for PP children. Number of attendance panel attended: Children on attendance review cycle: Impact on attendance: <u>Next steps:</u>				£156 + £103 + £200
				<b>Total budgeted cost for part iii</b>	<b>£350</b>
				<b>Actual spend</b>	<b>£459</b>
	<b>Total budgeted cost ALTOGETHER</b>				<b>£42,552</b>
	<b>Actual spend</b>				<b>£43456</b>