

Pupil Premium Grant Expenditure Report 2018 – 19

Introduction

The Pupil Premium Grant introduced in April 2011, is funding allocated for children from low income families who were eligible for free school meals, looked after children and those from families with parents in the Armed Forces. The aim was and is to raise achievement and improve outcomes for these pupils.

1. Brantridge Objectives

- To raise the attainment and progress of pupils at risk of underachieving in Reading, Writing and Maths
- To raise social and emotional well-being of pupils at risk of underachieving in Reading, Writing and Maths
- To raise social and emotional well-being of pupils at risk of underachieving in Reading, Writing and Maths as a result of regression stemming from difficulties related to transition
- To raise the attainment and progress of more able pupils at risk of underachievement in Reading, Writing and Maths
- To increase engagement and participation of those pupils/families who are financially disadvantaged or vulnerable whether or not they qualify for Free School Meals

2. Barriers to learning

Our barriers to learning are often complex, but pupils will display some or all of these listed.

- Dyslexia
- Poor self-worth, self-confidence, self-regard; this leads to pupils believing they have nothing worth writing or are not clever and therefore refuse to commit to print.
- Phonological development.
- Memory difficulties
- Language and social communication difficulties

External Barriers:

- Overall attendance of PP pupils is less than non PP children
- Parents own literacy levels can be low, meaning the support they can offer with homework and school work may be limited.

3. Funding 2018/19 (14 pupils)

Allocation 2018 - 2019	£16985
Carry forward from 2017- 2018	£0
Total 2018 - 2019	£16985
Balance remaining to carry forward	Zero

4. Desired outcomes and how they will be measured

In line with our vision and in conjunction with our data analysis, we have identified the following priority spend areas:

Desired outcomes and how they will be measured	Success criteria
Progress for PPG children in reading, writing, phonics and maths will on average be higher than non PPG children so that the attainment gap in reading writing and maths begins to close (Diminish the difference)	Other than children with Special Educational Disability needs, an increased percentage of PP children will meet National expectations in reading writing and maths
Social and emotional difficulties will begin to be addressed so that children are able to access their learning in line with their peers	Children will have progressed in their social and emotional needs as measured by pupil voice interviews with Governor and positive comments from teachers. Book scrutiny will also show progress. An increased percentage of PP children will make at least one years progress in the Needs led areas of Myself and others and learning to learn.
Increased attendance of targeted PP children	All PP will achieve and maintain an attendance rate of 94%.

5. Detailed projected spend

Strategy identified for pupil premium use:	Brief summary of the intervention including details of year groups and pupils involved and times scale	Estimated funding	Specific intended outcomes: how will the intervention or actions improve achievement for eligible pupils for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the intervention or activity actually achieve?
Core curriculum - Reading, Writing & Mathematics.	Mathematics Specialist Teacher - Interventions	£11,700.00	To improve key numeracy skills of PP children so they achieve age related expectations and/or make good or better progress from their starting point.	Initial and final assessment records of Wave 2 intervention programmes. Progress meetings and data tracking by class teacher, Head teacher and SENCo. Head teacher, class teacher and SENCo meet termly to review data and provide appropriate intervention. Information is shared at Governors meeting	
	Spellzone	£300	To improve key English skills of PP children so they achieve age related expectations and/or make good or better progress from their starting point.		
	Lucid Dyslexia Screening	£238.26	To identify early on pupils who require additional support with English.		
	Hamilton Trust Licence	£125	To improve the teaching of key English and numeracy skills of PP and non-PP children so they achieve age related expectations and/or make good or better progress from their starting point.		
	SPLD resources	£500	To improve key English and numeracy skills of PP children so they achieve age related expectations and/or make good or better progress from their starting point. Improve access to learning to support specific learning interests and styles		
	Ipad apps	£200	Improve access to learning to support specific learning interests and styles		
Engagement and Participation	OT resources	£500	Improve access to learning to support specific learning interests and styles	Initial and final assessments by OT linked to progress meetings	
	Outdoor learning spaces	£1000	Improve access to learning to support specific learning interests and styles	Initial and final behaviour data shows improved engagement in learning and progress in Learning to learn and myself and others	

6. Progress and Attainment Data 2017/8

Acronym:	What does it stand for?	What does it mean?
CTG	Closing the Gap	Pupil/Student attainment gap is closing – they are getting closer to age related expectation
ITG	Increasing the Gap	Pupil/Student attainment gap is increasing – they are getting further away from age related expectation
ETG	Extending the Gap	Pupil/Student is already working above age related expectation and the gap is increasing
DTG	Decreasing the Gap	Pupil/Student is already working above age related expectation but the gap is decreasing

