

Financial year 2018 to 2019

- Pupils in year groups reception to year 6 recorded as Ever 6 free school meals £1,320
- Pupils in years 7 to 11 recorded as Ever 6 FSM £935
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority £2,300
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order £2,300

Schools will also receive £1,900 for each pupil identified in the spring as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding.

Pupils in year groups Reception to Year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defense £300

Funding is for:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The grant may be spent in the following ways:

- for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities

The LAC (Looked After Children) premium must be managed by the designated teacher and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

The designated teacher should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs.

Evaluation of funding for 2017-2018

1. Review of expenditure				
2017-2018		NB: The academy joined the trust in April 2018. Not all information regarding historical spend, rationale and desired impact was made available. A brief evaluation of key areas and projects has been completed as far as is possible.		
1) Reading focus – whole school and professional development				
Desired outcome	Chosen action/approach	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)	Cost
Improve the provision of teaching reading and increase number of pupils making progress	Destination Reader and Daily supporting reading	Outcomes in reading did not improve this year.	We will not continue with this approach	
2) Year 6 maths focus				
Desired outcome	Chosen action/approach	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)	Cost
Improved achievement and progress for Year 6 maths target group	Small group tuition for target groups in maths	Outcomes did not improve for the targeted children	We will not continue with this approach. However, we will appoint an EAL specialist to target specific groups of children to accelerate progress in maths and target language to access reasoning questions	
3) Reading focus - individuals				
Desired outcome	Chosen action/approach	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)	Cost

Closing the gap, particularly In reading	Reading Recovery	Some progress seen with individuals. However, due to the delivery of whole school project of Destination Reader, intervention was often disrupted or incomplete	Continue to use Reading Recovery but with a more structured approach	
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4) Enrichment and access to opportunities

Desired outcome	Chosen action/approach	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)	Cost
All pupils able to attend enrichment and wider opportunities	Funded places on Kingswood residential	The take up for this trip was low. Pupil voice from those who went showed that they gained from the experience	Embed 'take-up' strategies in projects of this kind so more can benefit	

5) Readiness to learn for those with mental health problems

Desired outcome	Chosen action/approach	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)	Cost
Improved behaviour for learning	Art therapy and Boys to Men	The interventions were not tracked with entry and exit criteria so it is difficult to measure specific impact	Any interventions and well-being support will be planned with impact measures established such as using SDQs and/or the Warwick/Edinburgh Wellbeing scale	

6) Laptops for teachers to improve data tracking – closing the gap

Desired outcome	Chosen action/approach	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)	Cost

Closing the gap	Hardware and software to improve tracking and targeted teaching	Teachers did not report confidence in the software (Target Tracker) and were only starting to use the laptops at the end of the academic year. They responded well to training in the summer term – the laptops have been seen as an asset to improve consistency in teaching and learning and improving teaching delivery	Training to be carefully put together to allow embedded approaches. New data tracking approach via STAT Sheffield will replace Target Tracker which is at no cost	
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E-ACT's Pupil premium template for 2018 - 2019

<p>Barriers to educational achievement</p> <p><i>Please complete the list below with precise barriers to learning for example, short-term memory, -9 months reading age, spelling age more than 12 months below chronological age, no place at home to complete homework or lack of time because of caring duties, able pupil but only attaining expected levels and not greater depth.</i></p>
1) English as an Additional Language (whole school 90%)
2) Persistent absences in Early Years and overall attendance <97%
3) Speech and Language (failing SALT assessment on entry or failing speech assessment)
4) Reading in KS1 – Phonics (failing phonics check in year 1)
5) Parents unable to support their children's learning, knowledge about children provided from home
6) General knowledge / life experience deficit / inclusion
7) Narrow vocabulary / oracy and articulation
8) Lack of engagement and aspiration with maths at all levels of prior attainment including those with potential of GDS

Pupil premium strategy statement

2. Summary information					
School	Braintcroft E-Act Primary Academy				
Academic Year	2018-2019	Total PP budget	186,120	Date of most recent PP Review	
Total number of pupils	623	Number of pupils eligible for PP	141	Date for next internal review of this strategy	RAB Term 2 October

3. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		TBC
% making progress in reading		TBC
% making progress in writing		TBC
% making progress in maths		TBC

4. Desired outcomes

<i>Barrier</i>	<i>Desired outcomes</i>	<i>Success criteria</i>
1)	Improve facility in spoken English and academic English (reading and writing) for EAL pupils	Pupil voice – growth in confidence evidenced and recognition of support Accelerated progress in Reading and Writing (PITA scores improving a level over the year) Increased participation in speaking tasks and contributions in class Established intervention pathway with evidence of impact (to continue into next academic year)
2)	Improved attendance, especially in Early Years	Early Years attendance to improve by minimum 10% Overall attendance 97% with the gap between PP and non-PP negligible <0.5
3)	Improved assessment, intervention and tracking practice for those with speech and language needs	Establish a link or employed Speech and Language Therapist Speech Link successfully delivered showing impact – all those with known needs to be receiving structured intervention Provision map used effectively to identify, track and monitor those with needs
4)	Improved phonics screening success for both Year1 and Year 2 (re-taking)	Nessy interventions with clear impact Workshops delivered which support parents in reading

		<p>effectively with their children at home (target number to attend (50% of year 1 parents)</p> <p>Parent voice and engagement – records improved confidence and increased communication in reading records</p> <p>Increased PITA 3 and above for those entering KS2 at end of year (40% to 60%)</p> <p>Phonics (Year 1) to increase from 40% to 60%</p> <p>Retakes to increase from 30% to 85%</p>
5)	Increase in home learning completed (at school with support or at home), increase in parents attending events and workshops and being involved with academy life, clear curriculum information provided to parents, increased PP grant	<p>Regular accessible information sent out regularly to inform and engage parents</p> <p>Increased attendance of parents at workshops</p> <p>Home learning is completed by more PP students (either at home or at school with support)</p> <p>Increase in parental communication in reading records and participating in parent voice/APDR meetings</p> <p>Increase PP numbers</p>
6)	Each child having opportunity of enrichment and off-site experiences	<p>Year 6 school journey accessed by increased percentage of cohort (target 80%)</p> <p>Attendance of cross regional events and opportunities such as regional sports day and regional celebration event</p> <p>Trips, clubs and enrichment tracked by specialist music and PE teacher to show equity of access</p> <p>ALL children Year 2 upwards to have experienced Skype classroom</p>
7)	Improved speaking skills in classes, improved writing attainment (PITA and STAT Key Concept Grids used to track in-year progress)	<p>Poetry residency resulting in pupil performances</p> <p>Talk for Writing successfully delivered over the academic year</p> <p>Philosophy for Children project – improved speaking and listening skills for children involved</p> <p>Case studies will highlight impact of strategies</p>
8)	Higher number of KS2 pupils engaging in maths enrichment activities Improved outcomes for Year 6 pupils in maths	<p>Increased EXS and GDS scores for PPG pupils</p> <p>Increased attendance at maths workshops and enrichment</p>

		Increased confidence in maths teaching with embedded maths mastery approach Targeted pupils in Coach Bright intervention – improvements in PITA over the year (e.g. 3 rising to 4)
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5. Planned expenditure					
Academic year	2018 - 2019				
Barrier					
1) English as an Additional Language (whole school 90%)					
	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 ?
	To appoint an EAL/Intervention Teacher	<p>Newly arrived children are unable to access the curriculum and time is lost as they adapt to the language. Intense targeted support to accelerate initial progress from Proficiency in English A and B to B and C to then allow them to take part in whole class teaching</p> <p>Targeted groups of other children (e.g C Proficiency) to improve maths vocabulary ability to access reasoning questions</p> <p>Targeted groups of other children (e.g. C Proficiency) to accelerate reading age via guided reading</p>	<p>Induction process for teacher with regular targets set and reviews</p> <p>Regular assessment checks (e.g. phonics screening, reading age tests, PM bench marking)</p> <p>Learning walks and book looks</p> <p>There will be entry and exit data collected for all work – this will be part of the role</p>	SW	2 weeks 4 weeks 8 weeks and ongoing with each individual and group where relevant
Total budgeted cost					£35 000
2) Persistent absences in Early Years and overall attendance <97%					
	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

					?
	Family support worker and attendance officer role	Improved attendance improves outcomes Pupils with low attendance in EYFS historically continue to have poor attendance as they progress Early intervention in other E-ACT academies has shown to be effective Having someone dedicated to this role who is not class-based allows phone calls, visits and workshops to happen throughout the school day There is some evidence that support for families with first children improves attendance over the years of subsequent siblings so early intervention is key	Induction process for person appointed with regular targets set and reviews Supported by Regional System Leader for attendance Case studies and target children/families closely monitored Action plan drawn up with specialist regional support to be followed across the year Regional support engaged to ensure best practice is duplicated from other academies	SW	2 weeks 4 weeks 8 weeks and ongoing with each individual and target group where relevant At staging points as identified in the action plan

Total budgeted cost £20 000

3) Speech and Language (failing SALT assessment on entry or failing speech assessment)

	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 ?
	Speech Link (£1000)	Impact studies show increased improvement in speech and language	Overseen by LSA with speech and language focus Teacher training to ensure provision is organised and delivered regularly	CM	Ongoing reviewing impact of intervention based on assessment
	Training for designated LSA x3 with speech and	Specialist targeted LSAs have been shown to have greater	Effective performance management of LSAs	CM	Half-termly (impact of

	language focus (£3000)	impact on accelerating pupil progress (EEF and Maximising Impact studies)	Evaluation of training		interventions, learning walks/observations, progress)
	Speech and Language Therapist	Specialist support for pupils with highest need – wide evidence base for impact of early intervention in this area	Recruitment process to be followed rigorously	SW and CM	Induction process

Total budgeted cost £50 000

4) Reading in KS1 – Phonics (failing phonics check in year 1)

	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 ?
	Nessy – dyslexia online tool	Widely evidenced impact and there is embedded within the programme entry and exit assessment. Teachers also have access to training to improve QFT for those with SPLDs. It is a program developed by a team of specialist teachers and psychologists. There are 100 independent learning lessons spread over ten islands. The lessons emphasise phonemic awareness, phonics, blending, sight words, fluency, spelling, vocabulary, and comprehension. Each island consists of a series of lessons composed of strategy videos reinforced with games which teach fundamental reading and spelling skills.	Overseen by SENCO. Teachers will work with the SENCO to ensure they are linking progress and attainment with strategies and planning in whole class teaching	CM and SW	At every cycle of interventions Learning walks and pupil progress meetings (engaging the teachers)

	Reading Recovery intervention	This did have an impact last year although it will have more impact if it is less disrupted Reading Recovery has evidence base of impact nationally and has been successful in another E-ACT region	Reading Recovery teachers will work more closely with the SEND team and will be monitored and tracked Interventions will be included in learning walks Progress will be tracked and reported on at regular intervals	RR team (+ CM)	Mid-point to interventions and exit data
	LSA capacity in KS1	Early intervention – ensure all KS1 classes have trained teachers and LSAs in phonics throughout the year – consistency and quality of approach	KS1 AHT to monitor and quality assure including close scrutiny of progress	SWA	Regular phonics phase screening assessments to track progress
	Training in phonics	Read Write Inc Phonics Training (£3500)	Plan for training dates and a senior leader to oversee and make action plan for following year	SWA/JR	To begin in summer 2018
Total budgeted cost					£25 000

5) Parents unable to support their children's learning, knowledge about children provided from home

	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 ?
	Community Champion	The amount of children currently on PP does not reflect the number of disadvantaged children in the school. There is already a part-time member of staff who is highly regarded and well-connected within the community who could increase hours and build stronger links to connect with harder to reach	Specific targets set Training for member of staff and support from other academy staff Senior Leaders work in collaboration with this pastoral role to follow leads to ensure opportunities are	BP	Every six weeks with numbers registered reported to SLT fortnightly SEND parent voice meetings – case studies collected and

		families. The more information we have about children (parent voice) empowers school staff to support pupils and this is a core aspect of the SEND Code of Practice (parent voice and assess, plan, do, review cycles)	not missed		reviewed termly
	Family support groups, including workshops on the teaching of phonics, reading, maths and curriculum access for EAL pupils.	Parental Involvement covers the active engagement of parents in supporting their children's learning in school. This includes programmes focused on parents and their skills (such as improving English or IT skills), general approaches to encourage parents to support their children to read, learn phonics or do mathematics, and more intensive programmes for families in crisis. Workshops will be designed around the vulnerable children's register. The workshops aim to increase the level of support parents/carers can give to their child in a range of areas including academic progress.	Contribution from all staff and monitored by SLT Structured programme put together with key focuses – dates shared in advance Parent voice collected at each workshop	YS/RR	Parent voice regularly via questionnaires
	Home school communication	Improved shared knowledge of curriculum – clear communication to increase opportunity of continuing learning at home	All curriculum maps and newsletters published on website	SLT	Monitoring home school communication via reading records and home learning books
Total budgeted cost					£4000

6) General knowledge / life experience deficit / inclusion					
	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 ?
	Technology to support Skype Classroom – 20x Microsoft Surface Go c. £10000 plus on costs	Children to have access to global stage – expert speakers, mystery game, connect with other schools	Lead practitioner support to ensure it is delivered regularly and with equity of access Lead practitioners deployed within schools to drive and embed	LB	Easter (project to start in January 2019)
	Provision of subsidised school uniform for identified families	Ensuring all children have a sense of belonging and high self-regard	Uniform policy All children in correct uniform and with access to spare uniform when required to ensure no child is singled out or isolated	TB	Ongoing – half termly review of take up
	Bursary fund to enable all children to access enrichment activities such as the residential in Year 6, and regional events that require transport, parental consent and disruptions to routine Clubs – take-up and representation	All children able to access a broad and balanced curriculum and benefit from enrichment activities – socialisation and language opportunities	Take-up closely monitored, specialist teachers have focus to ensure inclusion and access in all that is arranged – with challenging targets set and expectation that PP children are actively supported to attend (e.g. phone calls home to follow up consent forms)	SW	Ongoing –all trips and activities to have an evaluation of take-up and next steps to increase engagement
Total budgeted cost					£15 000
7) Narrow vocabulary / oracy and articulation					
	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

					?
	Develop Year 6 leadership roles ensuring that all pupils have equal opportunity to take on responsibility across the school	Children will be more resilient and develop a sense of leadership which will prepare them for secondary	Pupil voice questionnaires and participation in leadership roles within the school	AR	
	T4W	Spoken language based writing strategy with impact seen nationally and successful in another EACT region Deficit in writing and addresses issues with high EAL cohort	Utilising lead practitioner support and extra-regional support (Bristol)	LB	3 week cycles Learning walks and book looks Outcomes and in-year PITA assessments
	Philosophy for Children	Spoken enquiry based learning – evidence base, nationally recognised,	Focus group (action research project) Led by lead practitioner and report at RAB 2b Led by LP who has attended appropriate training	LB	
	Poet in Residence	Role model – writer who is accessible to children who engages via spoken word and with brief to develop performance poetry	Renowned poet engaged – with reputation and reviews from schools of successful projects	SWA and LB	Evaluation completed for Regional Primary Advisor after each visit
Total budgeted cost					£3000
8) 8) Lack of engagement and aspiration with maths at all levels of prior attainment including those with potential of GDS					
	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 ?
	Coach Bright (£1000)	Impact evidence – this is a social enterprise that works with	Scrutiny of focus groups' data via STAT and Puma	GG/AR	Exit data expected

		disadvantaged (growth mindset and maths)	and Pira Year 5 teacher designated to liaise		January 2019
	Manipulatives to complement mastery approach (£3000)	Mastery approach is based on principles of CPA approach (concrete, pictorial, abstract). Manipulatives are essential for successful teaching	Lead practitioner and senior leader to order and oversee how it is introduced Regional lead for maths mastery and Bristol lead to work with academy to ensure effective toolkit is purchased	GG and LB	Order should be complete by October half-term Via learning walks
	Specialist maths teacher for upper KS2 0.6 time	Improved mastery approach for maths, improved access for all for quality first teaching in maths	Recruitment process to be followed rigorously with view to appoint in January	SW	Through induction process 2, 4 and 8 weeks
Total budgeted cost					£35 000

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

- Whole school focus on high quality reading, writing and maths strategies
- Early morning 'response to marking' and reading support for children
- Additional SEN support for PP pupils
- Family support groups, including workshops on the teaching of phonics, reading and maths for EAL pupils