# James Montgomery Academy Trust Pupil premium strategy statement

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| 1. **Summary information** | | | | | |
| **School** | **Brampton ‘The Ellis’ C of E (Aided) Primary School** | | | | |
| **Academic Year** | **2019-20** | **Total PP budget** | **£165,480** | **Date of most recent PP Review** | **17-11-2015 External Evaluaion** |
| **Total number of pupils** | **508**  **(including FS1)** | **Number of pupils eligible for PP**  **Number of pupils eligible for EYPP.** | **104 (FE6)**  **4 LAC**  **9 AFC** | **Date for next internal review of this strategy** | **December 2019 Internal Review** |

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| 1. **Current attainment (2018-2019)** | | | | | | | | |
|  | | *Pupils* ***eligible*** *for PP*  *(12 in Y2 & 23 in Y6)* | | | | *Pupils* ***not eligible*** *for PP*  *(29 in Y2 & 57 in Y6)* | | |
|  | | Reading | Writing | | Maths | Reading | Writing | Maths |
| **% achieving end of KS1 expectation in reading, writing and maths**  **pupils)** | | 75% | 75% | | 75% | 96.6% | 93.1% | 96.6% |
| **% achieving end of KS2 expectation in reading, writing and maths** | | 47.8%% | 73.9%% | | 73.9%% % | 82.5% | 98.2% | 93% |
| **National % achieving end of KS1 expectations in reading, writing and maths** | | 61.9% | 54.7% | | 62.2% | 78.4% | 73.1% | 79.1% |
| **National % achieving end of KS2 expectations in reading, writing and maths** | | 61.9% | 67.7% | | 67.2% | 78.1% | 83.2% | 83.7% |
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| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | | |
| * **Poor rates of attendance and poor punctuality.** | | | | | | | | |
| * **Poor language acquisition skills and limited vocabulary.** | | | | | | | | |
| * **Troubled families/difficult social circumstances** | | | | | | | | |
| * **Poor mental health.** | | | | | | | | |
| * **Poor rates of attainment and progress. Gaps in learning.** | | | | | | | | |
| * **Limited opportunities for supported learning at home.** | | | | | | | | |
| * **Limited life experiences, which potentially impacts on pupils wider knowledge and understanding.** | | | | | | | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | | **Success criteria** | | | | |
|  | **Ensure high rates of attendance and good punctuality.** | | | Pupil Premium Children’s attendance will meet the school’s attendance target and be above national comparisons for PP children. There will be no Pupil Premium Children with persistent absence. All our Pupil Premium Children will have 100% punctuality. | | | | |
|  | **Provide opportunities for children to experience language enrichment opportunities.** | | | Pupil Premium Children will have an increased knowledge and understanding of a wider range of vocabulary which will contribute towards progress and attainment in reading, writing and mathematical reasoning. | | | | |
|  | **Give practical, holistic support to vulnerable families.** | | | PP Children’s families feel supported regarding promoting good school attendance, supporting home learning, creating a stable home environment which allows the support of their children in the best possible way. To develop a confident and positive working relationship between home and school. | | | | |
|  | **Support mental health needs.** | | | Pupil Premium Children that have mental health needs will feel supported and happy in school and consequently be ready to learn. They will have increased resilience and strategies they can call on to help them with life’s challenges. | | | | |
|  | **Provide ‘catch up’ or accelerated path ways in order to increase rates of attainment and progress. Bridge gaps in learning. Reading as a priority.**  **Provide early intervention as required.** | | | Pupil Premium Children will make rapid progress across all curriculum areas. High attaining PP children will achieve Greater Depth. Where PP children have low entry levels and/or SEND the gap will diminish as a result of accelerated progress. | | | | |
|  | **To provide support for the completion of homework and offer a range of opportunities after, during and before the school day to support the all-round well-being of pupils.** | | | Pupil Premium Children will have the opportunity to complete homework in a supported environment, reducing anxiety. PP children will be provided with opportunities to explore the world and experience a range of opportunities that otherwise would be unavailable to them. | | | | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2019-2020** | | | | |
| 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 | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Budgeted costs** |
| To ensure that all Year 5 pupils are taught in manageable class size groups in order to maximise all pupils potential, ensuring that all pupils make at least expected progress.  28% of this cohort are PP. (25/88) | An additional teacher employed in order to create smaller class numbers in Year 5 which will allow flexible groupings and targeted support.  Link to DEP – cohort targeted support. | | This strategy has proved successful in previous years in other year groups. | * Weekly Year 5 PPA sessions. * Half termly pupils progress meetings. * Data collection. * School evaluation (lesson obs, work scrutiny, ‘drop ins’ etc…). * End of Y5 and KS 2 outcomes. | AB | £54,473 (UP3 + on costs) |
| To ensure that pupils quickly catch up their reading skills and attainment in line with their peers. (PP and non PP). | Teaching assistant time to support individual pupils in developing their reading skills (across KS1 & 2) Target PPG pupils across each year group that are falling behind. (Six week daily intervention programmes – RR style).  Year 6 booster classes after school running from September 2016.  Use of BEDROCK to improve vocabulary choice, use and understanding | | This strategy has proved successful in previous years. Targeted pupils make rapid progress.  Has proved successful in accelerating levels of progress and attainment in reading across other JMAT schools. | * Through half termly inclusion meeting. * Half termly pupil progress meetings. * Data Collection. * End of year and KS outcomes. | AF  JH | £17,420 (x2)  £2000 |
| **Total budgeted cost** | | | | | | £91,313 |
| 1. **Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Budgeted costs** |
| Pupil Premium Children’s attendance will meet the school’s attendance target and be above national comparisons for PP children. There will be no Pupil Premium Children with persistent absence. All our Pupil Premium Children will have 100% punctuality.  To increase engagement of families in their support of school and home learning. To develop a confidence and positive working relationship between families and school. | Employment of three InclusionManagers/ family support workers, one based at KS1 and the others based in KS2 to work particularly with our families of PPG pupils as well as other families that request support or have a need. Focus on improving attendance and engagement in learning. To liaise with colleagues from our feeder infant school and other professionals.  Both to have advocacy role for AFC pupils, | | Good attendance and punctuality are’ key’ in raising levels of attainment and progress.  Promoting and supporting learning at home is also vital to each child achieving their full potential.  This strategy has proved successful in previous years in raising level of attendance:-  *Attendance over 2018-2019 is* ***95.38% broadly*** *in line with our target set by the LA. (96%).*  *Attendance of PP pupils in 2018-2019 was* ***94.06%***  *This is a successful strategy and worth continuing.*  *Punctuality of PP has greatly improved.* | * Monthly attendance meetings. * Half –Termly Pupil Progress Meetings. * Data Collection. * Monthly Supervision Meetings. * Reports back to Governors. | AB | £59,000 |
| Identified pupil’s access good quality mental health support. Significant impact on targeted pupils mental health and well-being noted. | Mind worker employed for **two** days per week. Designated MIND sessions for all our AFC and LAC children provided. | | This service has been instrumental in de-escalating anti – social behaviour and improving attendance, attainment and progress. | * Regular updates with MIND Worker. * Half – Termly Pupil Progress Meetings. | MG | £10000 |
| Pupil Premium Children will have an increased knowledge and understanding of a wider range of vocabulary which will contribute towards progress and attainment in reading, writing and mathematical reasoning. | Speech therapist to work with identified pupils to support individual needs and also support staff in delivering good quality general classroom practice. | | Significant impact has been proven with targeted pupils improving pronunciation and acquisition of language skills which in turn has positively impacted on progress and attainment. | * Regular updates with S & L therapist. * Half – Termly Pupil Progress Meetings. | NO | £4000 |
| **Total budgeted cost** | | | | | | £73,000 |
| 1. **Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Budgeted costs** |
| For pupils to feel happy and safe and ready to learn after lunch time. | Teaching assistants to provide lunch time support for our vulnerable pupils with increased sporting provision at KS1 from September 2018.  (Sport/reading/music clubs). | | Many of our pupils, including PP, have accessed a variety of lunch time clubs. This has been effective in lowering anxiety levels and providing a clear focus at what can often be a difficult time in our large primary school. | * Regular catch ups with TAs * Pupil voice. * Half termly Pupil Progress Meetings. * Data Collection. | MG  NO | £2000 |
| Pupil Premium Children will have the opportunity to complete homework in a supported environment, reducing anxiety. PP children will be provided with opportunities to explore the world and experience a range of opportunities that otherwise would be unavailable to them. | To provide support for the completion of homework and offer a range of opportunities after, during and before the school day to support the all-round well-being of pupils.  Shining Stars club | | The opportunity for pupils to have access to a supportive environment in which to complete homework tasks has proved invaluable. This reduces anxiety and supports pupils learning and attainment.  Targeted after school club invaluable in raising self-esteem and building confidence. | * Regular catch ups with TAs * Pupil voice. * Half termly Pupil Progress Meetings. * Data Collection. | NO  TD/WG | £0  £2000 |
| **Total budgeted cost** | | | | | | £4000 |

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| **Total planned budgeted cost** | **£168,313** |

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| 1. **Review of expenditure and impact** | | | | |
| **Academic Year 2019-2020** | | **2019-20**  School closed to all but Key Worker families and vulnerable pupils on Friday 20th March 2020 due to the world wide pandemic. Childcare provision was accessed by a small number of families through our ‘Trust Hub’ based at a local Primary School. We opened back at our Site on 8th June to wider Year Groups in addition to the Key worker and vulnerable pupils. The maximum number of pupils attending on any one day was 100, this is around 20% of full school capacity. Pupils that remained at home were initially provided with home learning packs and then activities via the ‘Edmodo’ platform. Class teachers set daily activities for the pupils to complete. Teachers provided pupils with regular feedback. This home learning was accessed regularly by approximately 35% of pupils. As directed by the government school continued to pay for staff and services as monies had already been allocated in school budgets. Due to school closure, vulnerable pupils did not access all the measures planned for and put in place by the school. In addition, assessments were cancelled by the government. For these reasons it is difficult to evaluate the impact of pupil premium funding for 2019-20 and it is widely accepted that may pupils will have fallen behind due to lost learning. For the purpose of this review impact is based on pupil evidence from the period of September 2019 up to February 2020 | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action / approach** | **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) | **Cost** |
| To ensure that all Year 5 pupils are taught in manageable class size groups in order to maximise all pupils potential, ensuring that all pupils make at least expected progress. | An additional teacher employed in order to create smaller class numbers in Year 5 which will allow flexible groupings and targeted support. | Year 5 attainment Disadvantaged Pupils (26) – Sept 19- Feb 2020  Reading - % at age related.  Assessment Point 1 = 46.2%  Assessment Point 2 = 50%  Writing - % at age related  Assessment Point 1 = 42.3%  Assessment Point 2 = 46.2%  Maths - % at age related  Assessment Point 1 = 50%  Assessment Point 2 = 53.8% | This strategy will be moved into Year 6 for 2020-2021 to provide continued support to a vulnerable cohort.  We hope to continue to have a GD group for Writing and a GD group for maths with children moving across Y6 but to be taught by the 3 year 6 teachers. Other groups will remain mixed ability. We will start this as soon as COVID regulations allow this. | £54,473 |
| To ensure that pupils quickly catch up their reading skills and attainment in line with their peers. (PP and non PP). | Teaching assistant time to support individual pupils in developing their reading skills (across KS1 & 2) Target PPG pupils across each year group that are falling behind. (Six week daily intervention programmes – RR style).  Year 6 booster classes after school running from September 2019.  Use of BEDROCK to improve vocabulary choice, use and understanding | This strategy has proved successful in previous years. Targeted pupils make rapid progress.  Has proved successful in accelerating levels of progress and attainment in reading across other JMAT schools. | This strategy had started to work well. Unfortunately the world wide pandemic closing schools to most pupils for around 6 months has severely impacted on progress made for a large number of pupils.  This strategy is something that we would seek to repeat in the form of Catch up for 2020-2021 and via the Governments tutoring strategy.  We plan to continue with Bedrock into 2020-2021. The children enjoy this and had begun to show signs of improvement around choice and understanding of vocab. | £17,420 (x2)  £2000 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action / approach** | **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) | **Cost** |
| Pupil Premium Children’s attendance will meet the school’s attendance target and be above national comparisons for PP children. There will be no Pupil Premium Children with persistent absence. All our Pupil Premium Children will have 100% punctuality.  To increase engagement of families in their support of school and home learning. To develop a confidence and positive working relationship between families and school | Employment of three InclusionManagers/ family support workers, one based at KS1 and the others based in KS2 to work particularly with our families of PP pupils as well as other families that request support or have a need. Focus on improving attendance and engagement in learning. To liaise with colleagues from our feeder infant school and other professionals.  All to have advocacy role for AFC/LAC pupils, | *Attendance for all pupils both PP and all pupils was broadly in line with National from September 2019 – February 2020.*  *Punctuality of PP and all pupils remains good.* | Our MIND Councillor who works for two days has proved invaluable in supporting pupil’s mental health and well-being and attitudes to attending school. This will continue.  We will continue to hold our meetings of the supporting good attendance group every four weeks in order to analyse data and trends, highlight vulnerable pupils/families and plan support as required. | £59.000 |
| Identified pupil’s access good quality mental health support. Significant impact on targeted pupils mental health and well-being noted. | Mind worker employed for **two** days per week. Designated MIND sessions for all our AFC and LAC children provided. | This service has been instrumental in de-escalating anti – social behaviour and improving attendance, attainment and progress. | This service continues into 2020-2021 but increased for two days per week. | £10000 |
| Pupil Premium Children will have an increased knowledge and understanding of a wider range of vocabulary which will contribute towards progress and attainment in reading, writing and mathematical reasoning. | Speech therapist to work with identified pupils to support individual needs and also support staff in delivering good quality general classroom practice. | Significant impact has been proven with targeted pupils improving pronunciation and acquisition of language skills which in turn has positively impacted on progress and attainment. | This service will continue into 2020-2021. | £4000 |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action / approach** | **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) | **Cost** |
| For pupils to feel happy and safe and ready to learn after lunch time. | Teaching assistants to provide lunch time support for our vulnerable pupils  (Sport/reading/music clubs). | Many of our pupils, including PP, have accessed a variety of lunch time clubs. This has been effective in lowering anxiety levels and providing a clear focus at what can often be a difficult time in our large primary school. | This has been very successful and will continue with more opportunity for lunch time sport activity at our KS1 site. | £2000 |
| Pupil Premium Children will have the opportunity to complete homework in a supported environment, reducing anxiety. PP children will be provided with opportunities to explore the world and experience a range of opportunities that otherwise would be unavailable to them. | To provide support for the completion of homework and offer a range of opportunities after, during and before the school day to support the all-round well-being of pupils. | The opportunity for pupils to have access to a supportive environment in which to complete homework tasks has proved invaluable. This reduces anxiety and supports pupils learning and attainment.  Shining stars club happens weekly and is specifically targeted at PP pupils. This has had significant impact on raising pupil’s self-esteem and developing confidence. | We had an excellent response to this strategy. After school homework club and opportunity to use the library at lunch time was very well received (KS2).  Reading for pleasure club at KS1 was a big success.  All of these initiatives will continue into 2020-2021 as soon as COVID regulations allow. | £0  £2000 |
| **Total** |  |  |  | **£168.313** |

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| **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to support the sections above. |