



Pupil Premium Grant Expenditure Report 2016 – 17

1. 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.

2. 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

3. 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.

4. Funding 2015/16 (20 pupils)

Allocation 2016 - 2017	£27,600.18
Carry forward from 2015 – 2016	£0
Total 2016 – 2017	£27,600.18
Balance remaining to carry forward	Zero

5. Priority areas of spend identified

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

- **Attainment and progress** in Reading, Writing and Maths
- **Social and emotional wellbeing** to address barriers to learning
- **Engagement and participation** – pupils, families, community

6. Detailed projected spend

Area	Activity	Spend	Impact
Core curriculum – Reading, Writing & Mathematics.	Reading Eggs	£247.99	An online reading programme, phonics based to support the development and love of reading, the interactive animated programme, makes reading fun and engaging. It allows independent reading practice
	Discovery Education Coding	£940	The shift in curriculum content from ICT capability to Computing, involved greater access to coding and associated skills. The use of the Coding programmes along with additional equipment, i.e. ‘Probots’ programmable cars aided the pupil’s engagement with the new computing curriculum.
	Lucid Dyslexia Screening	£238.26	Having the ability to screen all pupils for Dyslexia, is highly valuable in ensuring that those pupils who require additional support and Dyslexia friendly approaches to receive appropriate interventions. The screening also highlighted that one pupil really needed a full Dyslexia assessment. As the Local Authority were unable to facilitate this in a timely manner, we used some PPG to pay this. Impact of this resource is reflected in the reading and writing data above.
	SPLD resources	£163.20	The resources purchased were placed in class, following training from the therapy team. They are used to facilitate improved communication, which in turn reduces anxiety, stress and ultimately allows greater engagement with learning, through reduced behavioural anxiety.
	Hamilton Trust Licence	£125	Hamilton Trust is a UK charity working to support inspirational teaching and learning. It provides high quality, fully adaptable planning and resources to primary school teachers to help them deliver robust and engaging lessons. There is also a raft of strategic and training documents and videos to promote a strong pedagogical and strategic basis for teaching.

Social & Emotional	Attachment Training	£1,440	Three members of staff attended the Attachment Training, from Education, Care and Therapy Teams. A more, supportive approach with those pupils who have issues related to attachment has been developed. Behaviour has improved as has engagement.
	Butterfly Print Emotional Diaries	£22643.59	These were purchased and are being used by the Inclusion and Behaviour Team. They facilitate reflection and allows the pupils to communicate through the book about feelings, hopes, fears etc. We have seen a significant improvement in behaviour, both Crisis Behaviours and low-level disruptive behaviours; subsequently Learning Behaviour has improved and facilitated progress.
Inclusion and engagement	Piano Lessons	£2,916	A small number of pupils receive weekly piano lessons from the Peri-Music Service. Along with the obvious improvements in technique, the session allows the pupil to grow in confidence, self-esteem, self-regard etc.
	Elkan Poric	£61	These materials were used to allow teachers to fully assess the Phonological Skills and Development of all pupils. This then became a focus of intervention for those pupils who were at the lower levels of development. This had a direct correlation to the progress in reading.
Engagement and Participation	Wellbeing and Intervention	£20,000	<p>The monies were used to employ a Well-Being Lead Professional. This person's role was to support the behaviour of the most complex pupils, through offering alternative curricular opportunities and alternative timetables.</p> <p>The person used the creative arts to engage pupils, for example, a sewing machine was purchased, this was used as a mechanism for the pupils to express themselves.</p> <p>Improved engagement with their learning opportunities, afforded the pupils was the desired outcome. What we actually achieved, was that the pupils we able to better understand their complex needs, this did not result in the accelerated progress we had hoped.</p>
	OT tools	£1,042.20	The resources purchased were placed in class, following training from the therapy team. They are used to facilitate improved communication, which in turn reduces anxiety, stress and ultimately allows greater engagement with learning, through reduced behavioural anxiety.

			They include, writing slopes, wobble cushions, weighted blankets, ear defenders, Thera putty, fidget toys, chew toys etc. These all facilitate greater engagement, through meeting the sensory needs of the pupils. The development of core strength facilitates improvements in writing skills.
	Behavioural rewards.	£1028.40	A number of items were purchased, to offer the pupils the opportunity to push for greater resilience and improved behaviour. These included bicycles, Lego sets and Electronic devises. The outcome was that for some pupils this worked as an added bonus to engage with learning, we saw improvements in behaviour for some of the boys, less so with others.

7. Progress and Attainment Data 2017

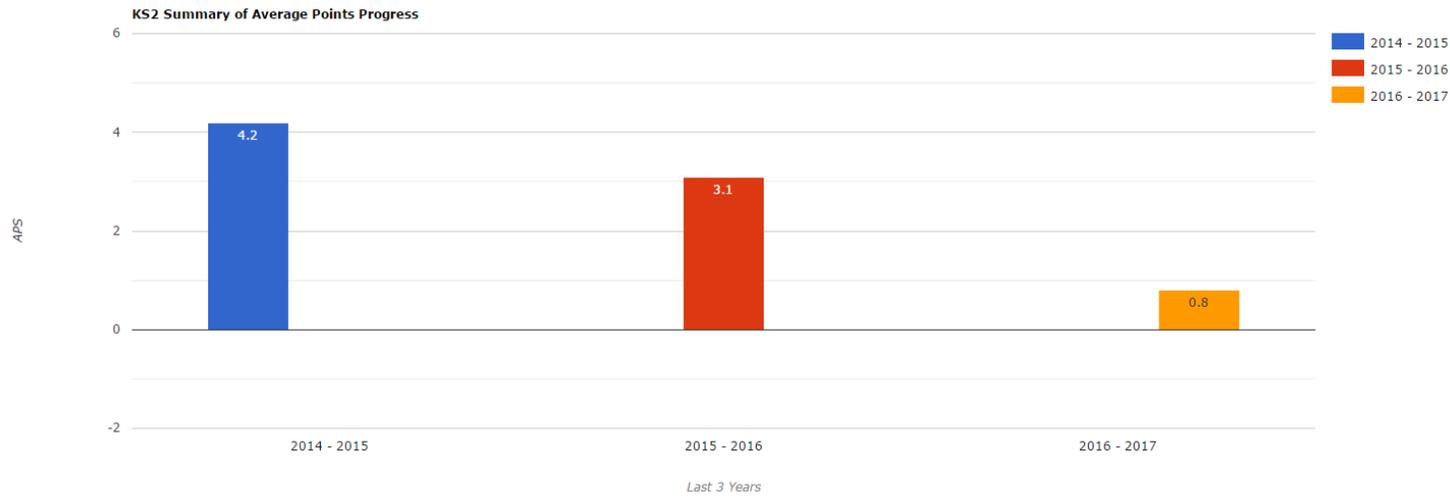
The following data headlines are correct at Easter 2017. At this time, we transferred from the old system of measuring attainment and progress using APS, to Curriculum 2014, where we measure progress against the number of targets in a given NC Year achieved. This will mean that progress will be a percentage of targets achieved over a given time period. For example a pupil at the end of year 4, should have achieved 100 of the year 4 targets to be at Age Related Expectations. Their target will be to have achieved 100% of the targets at the end of year 5 by the end of the next academic year. By the end of the summer term we will have a baseline for 2017 – 2018.

The data at this time shows the following.

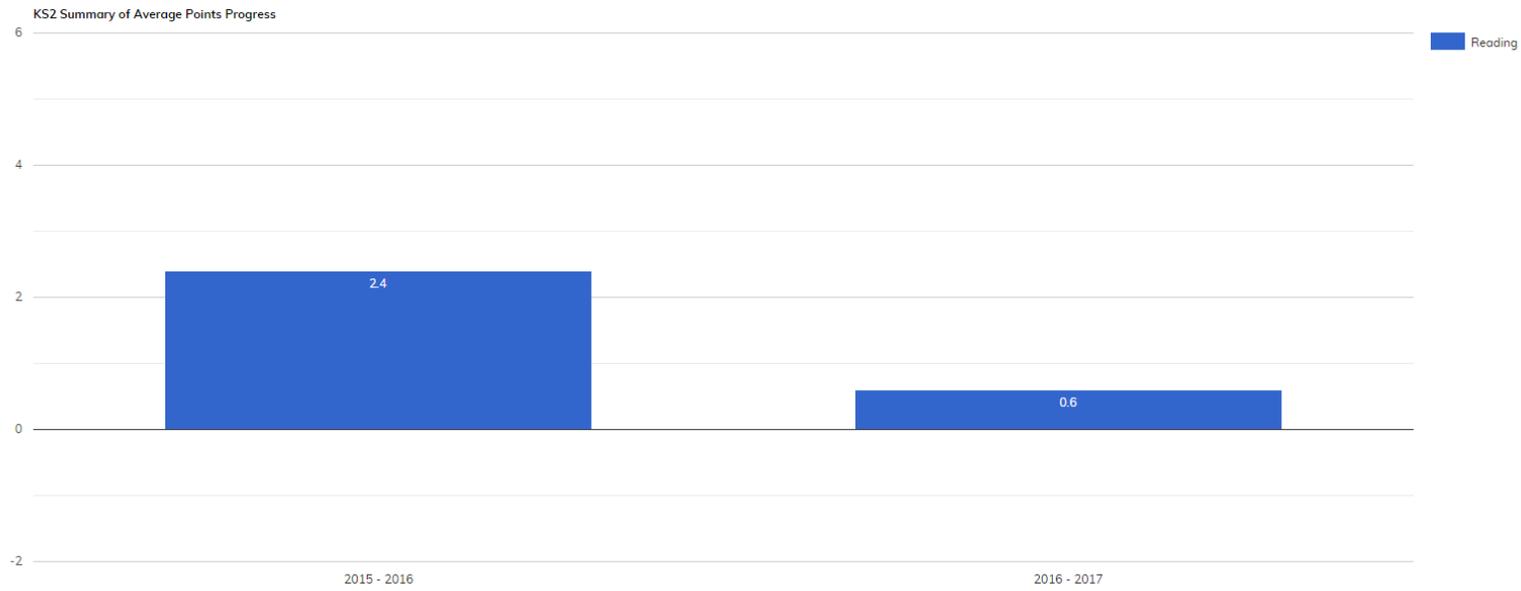
Reading.

In reading we have 40% working at ARE. 55% of the pupils have made at least 2 APS progress in reading.

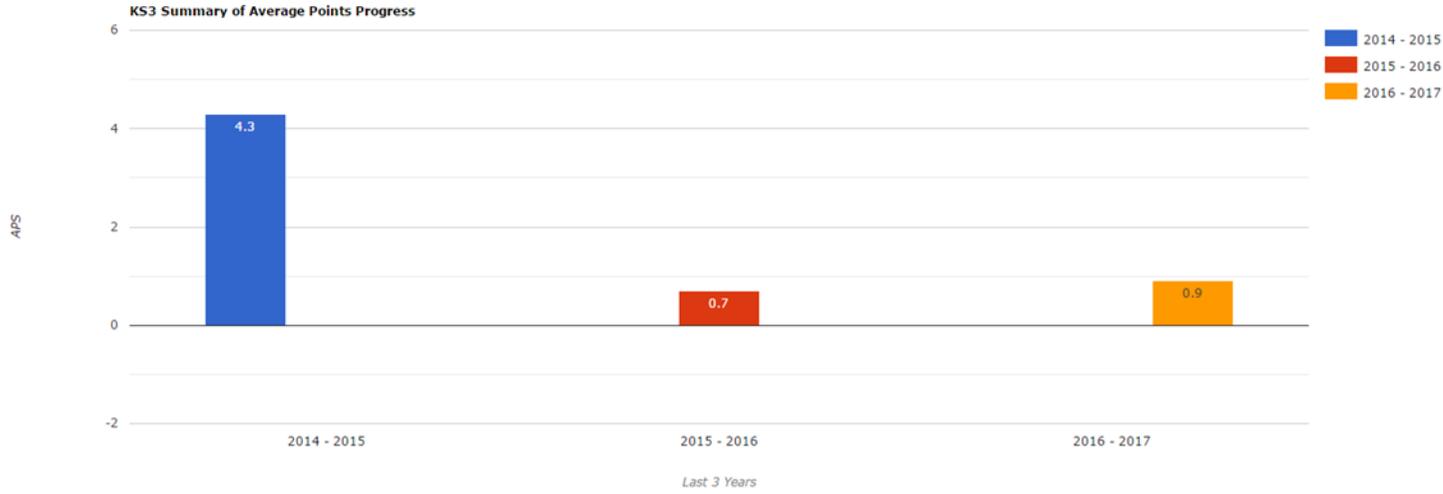
KS2 – Whole school



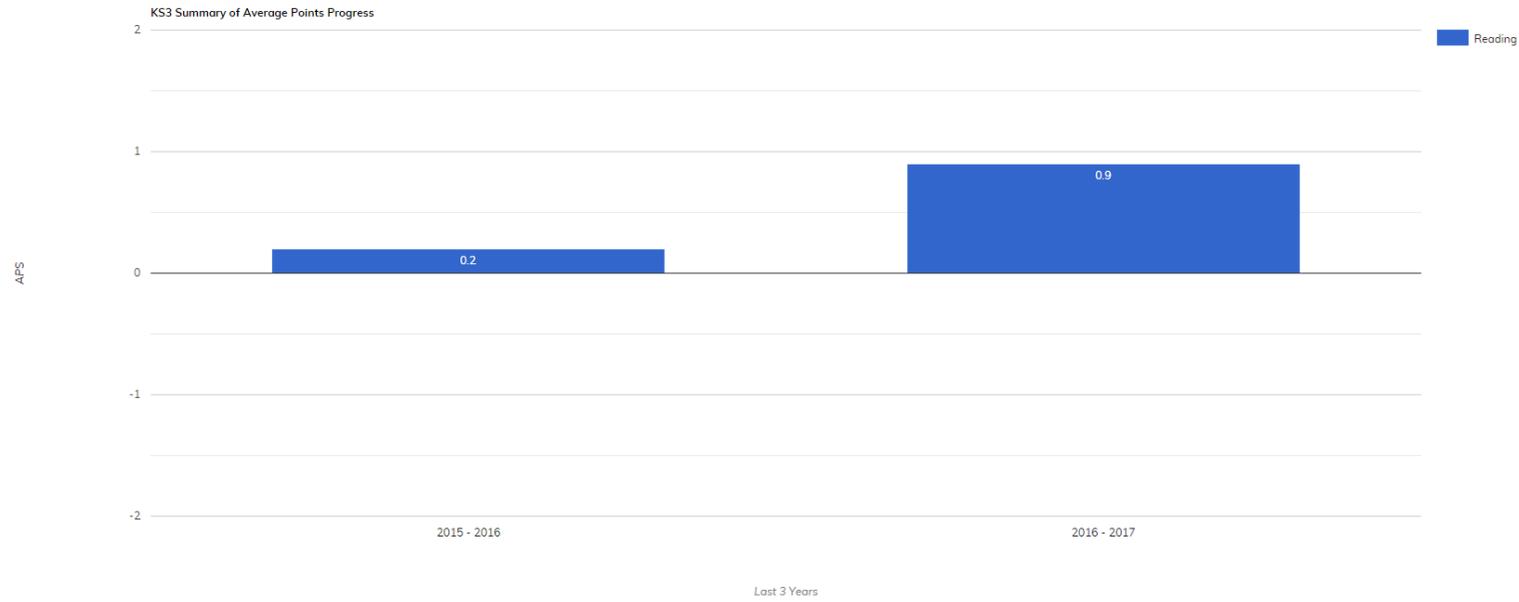
KS2 – Pupil Premium Eligible.



KS3 – Whole School



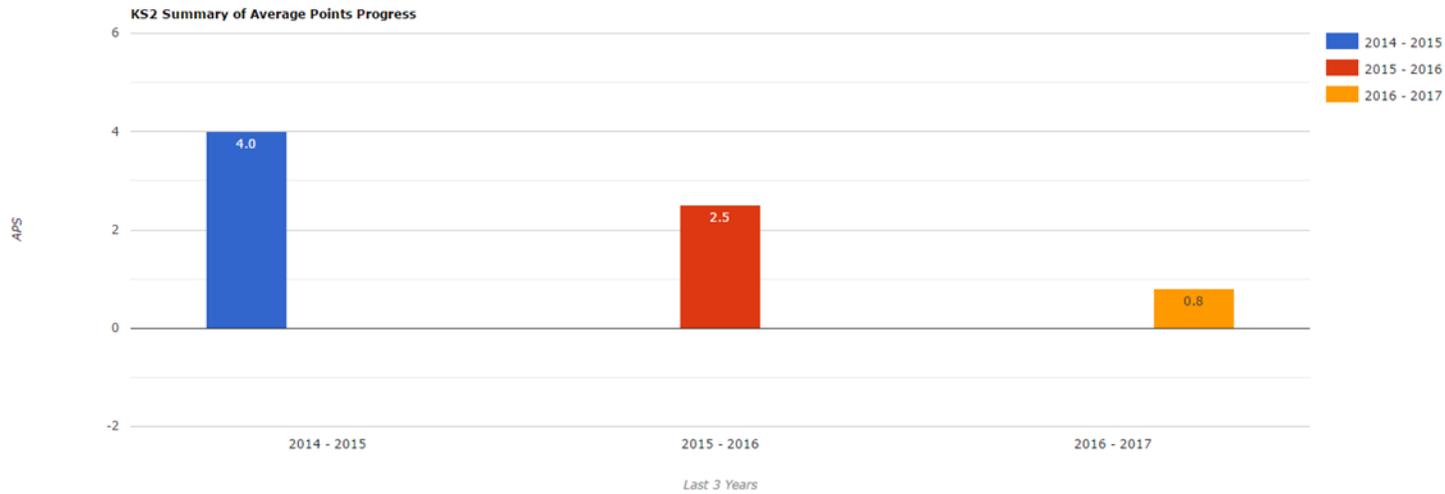
KS3 – Pupil Premium Eligible.



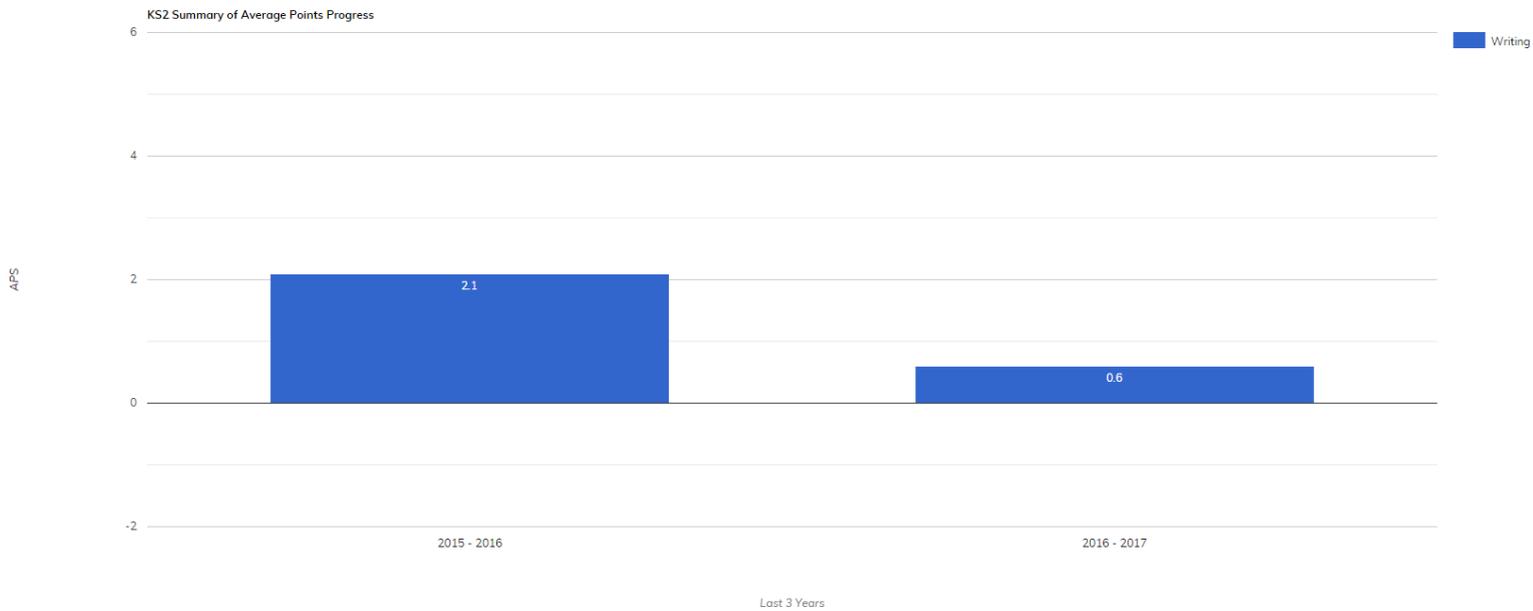
Writing.

In writing we have 22.5% working at ARE. 45% of the pupils have made at least 2 APS progress in writing.

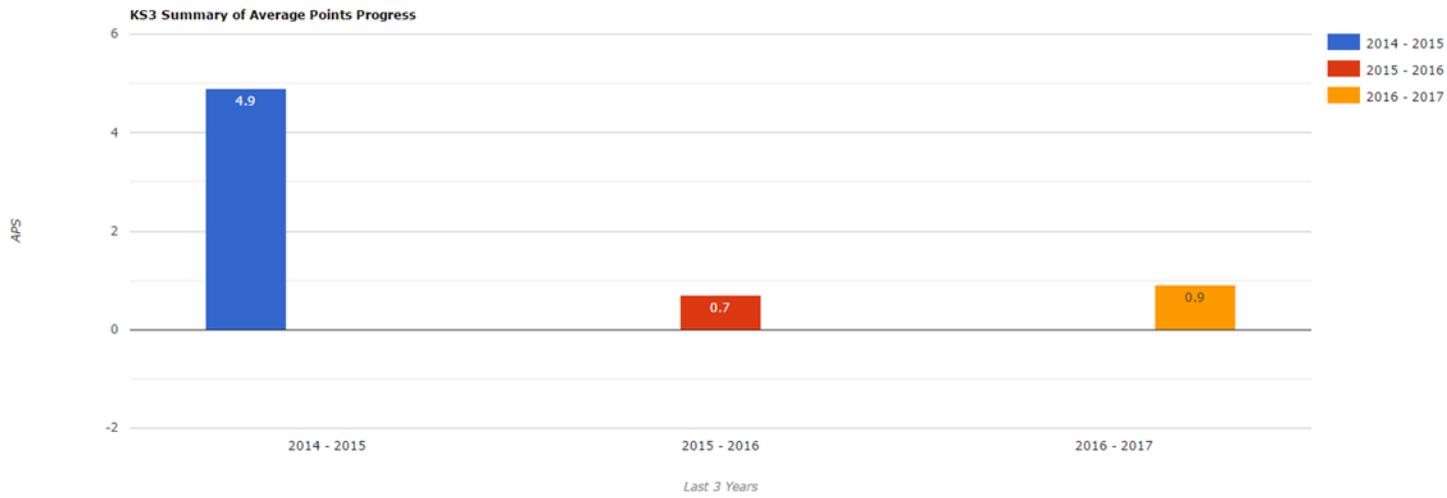
KS2 – Whole School



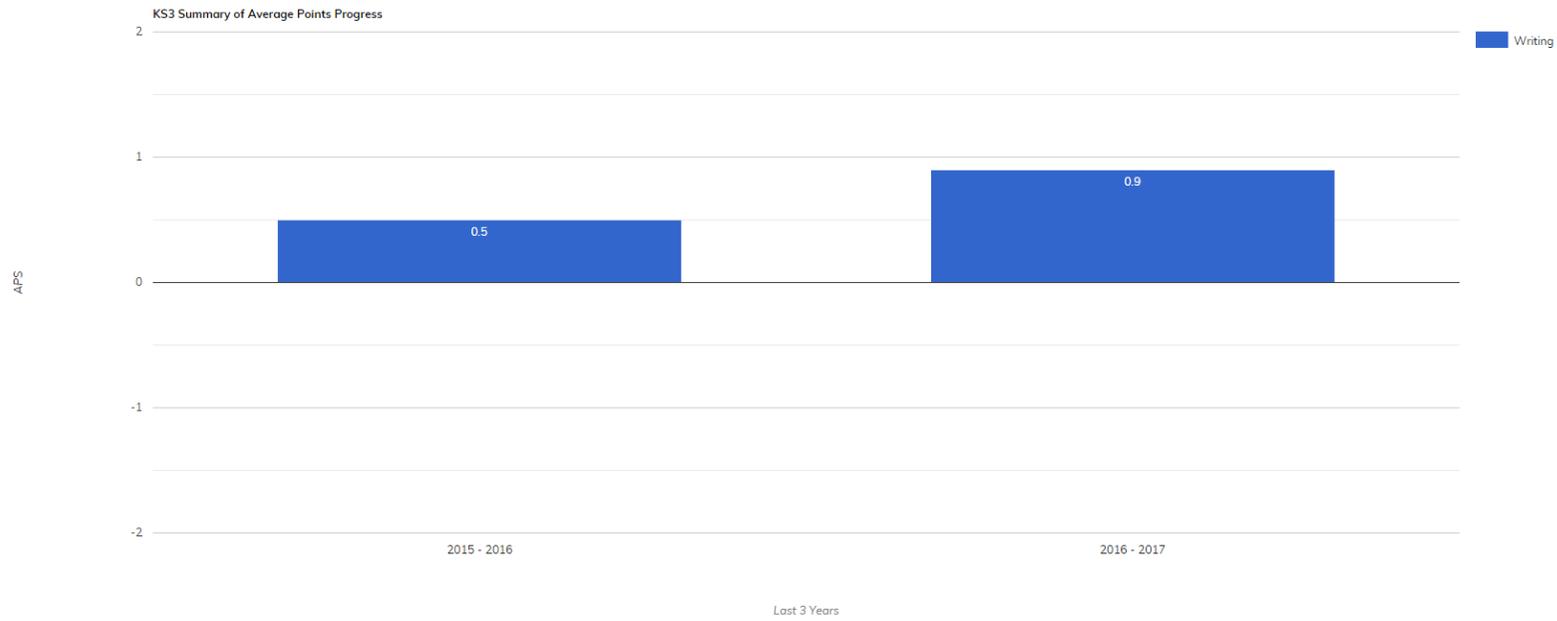
KS2 – Pupil Premium Eligible.



KS3 – Whole School



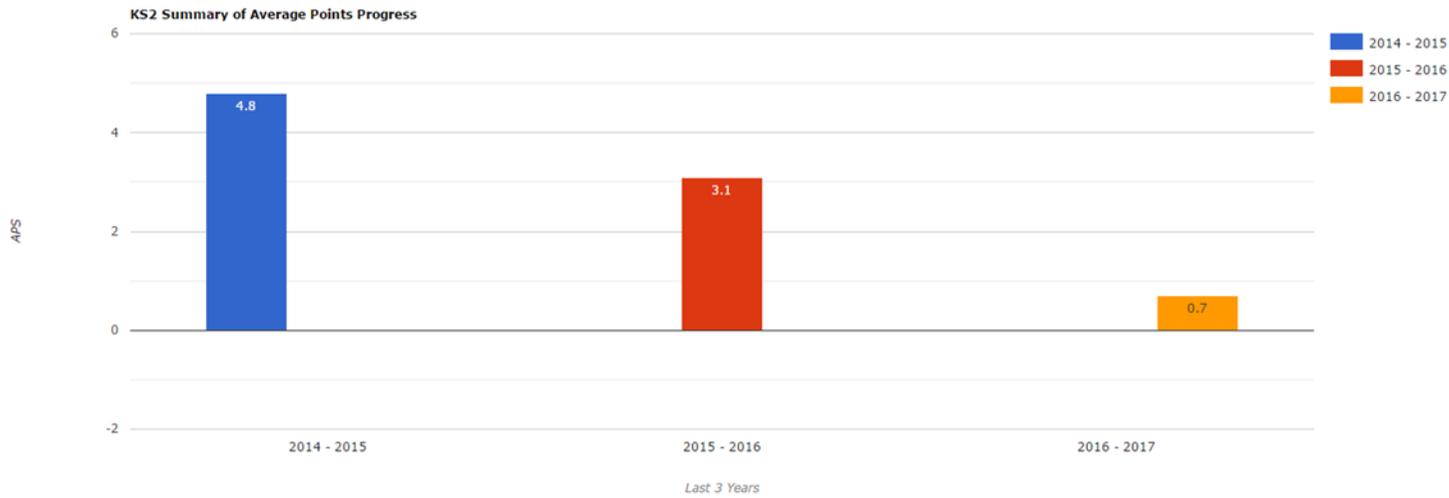
KS3 – Pupil Premium Eligible.



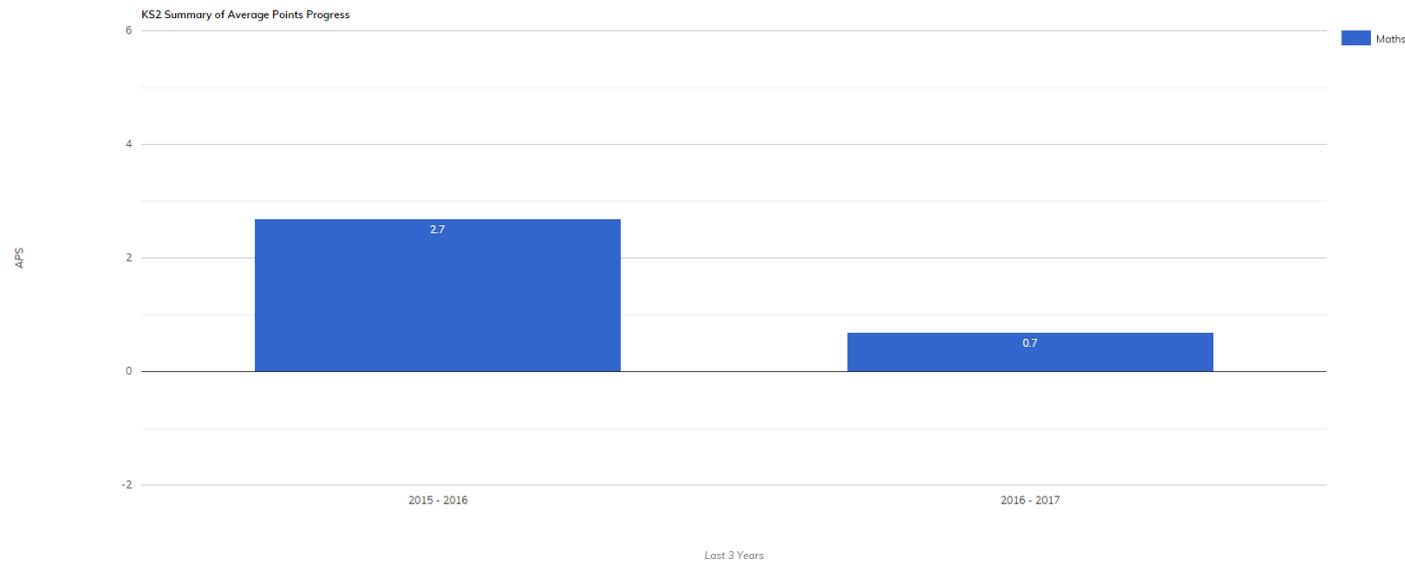
Mathematics.

In Mathematics we have 42.5% working at ARE. 57.5% of the pupils have made at least 2 APS progress in Mathematics.

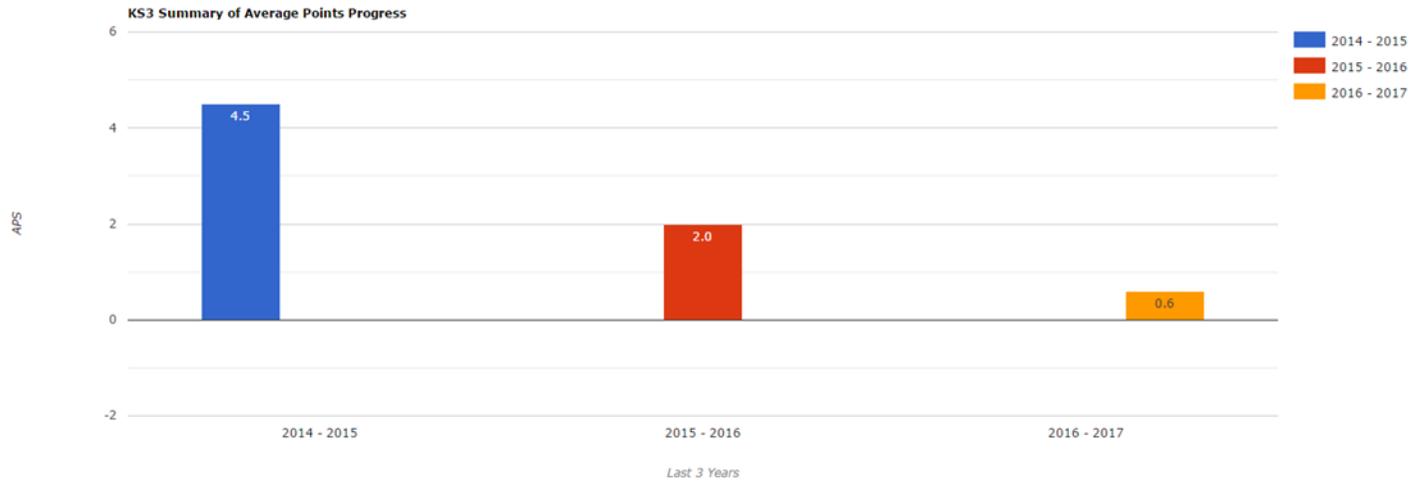
KS2 – Whole School



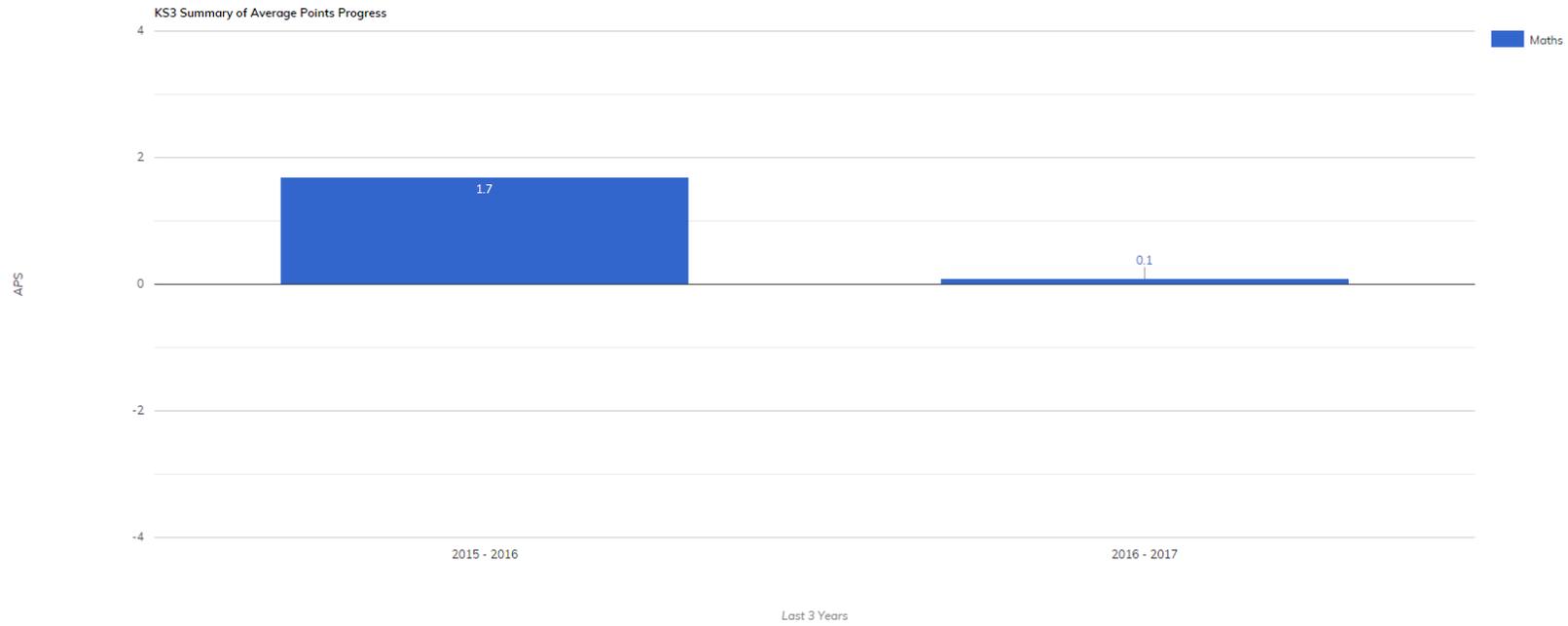
KS2 – Pupil Premium Eligible.



KS3 – Whole School



KS3 – Pupil Premium Eligible.



Progress - Making 2+ APS			
Curriculum Area	February Half Term	Easter	% Difference.
Reading	45%	55%	10%
Writing	45%	45%	0%
Maths	50%	57.5%	7.5%

Attainment – Working at ARE			
Curriculum Area	February Half Term	Easter	% Difference.
Reading	37.5%	40%	2.5%
Writing	22.5%	22.5%	0%
Maths	35%	42.5%	7.5%