



Braunstone Community Primary School

Pupil Premium Strategy Statement

Academic year 2018-2019

Number of pupils eligible for pupil premium: 225

Number of pupils in school: 448

Total PP Budget: £306,240

Context:

Braunstone Community Primary School is a large inner-city school with 448 pupils from age 4 to 11. At Braunstone 50.2% of students are eligible for pupil premium which is well above the national average of 26%. Numbers of children eligible for pupil premium continue to rise.

2018 – Braunstone Community Primary School was ranked as the most deprived school in the whole of Leicestershire. We are ranked number 1 out of 278 schools. This puts the school in the top 2% of all schools nationally for deprivation.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
No. of pupils eligible for pupil premium	15	24	31	32	37	45	41
% of year group	25.42%	41.38%	50.82%	53.33%	63.79%	70.31%	69.49%



<u>Areas for development</u>	
A)	To increase Progress and Attainment in Maths
B)	To promote a well-resourced and well-managed breakfast club
C)	To promote a love of reading
D)	To increase positive behaviour towards learning and other children and adults
E)	To increase the attendance of Pupil Premium Children so it is closer to national levels
F)	To increase the number of Pupil Premium children attending educational visits

Development Area	Rationale for Development	Chosen Action(s)	Success Criteria	Cost
A) To increase Progress and Attainment in Maths	There needs to be more challenge for children eligible for pupil premium in mathematics in order for more pupils to reach age related expectations and for those that fall below the age-related expectations.	<p>Assessment for Learning used effectively to identify gaps in knowledge and skills.</p> <p>Identified interventions including feedback in lessons and considered within lesson design (Sutton Trust +9 months)</p> <p>Maths Lead Professional (CM) to further develop whole school CPD.</p> <p>Additional teacher in both year 2 and year 6 to develop and deliver intervention.</p> <p>Lunch/after school clubs for Years EYFS, 1, 3,4,5</p>	<p>The gap will close for pupils eligible for pupil premium so that a greater number achieve in line with national in maths.</p> <p>Teacher assessments in all year groups will show an increased number of pupils getting closer to national standard.</p> <p>Data tracked termly</p>	£59,611

Next steps:



Development Area	Rationale for Development	Chosen Action(s)	Success Criteria	Cost
B) To promote a well-resourced and well-managed breakfast club	<p>Many pupils have a poor diet and/or miss breakfast which has a negative effect on their readiness to learn and their ability to concentrate.</p> <p>Pupils need to be ready to learn and evidence shows eating at the start of the day helps.</p>	<p>Breakfast club will work at a subsidised cost for PP children.</p> <p>Explicit deployment of Family Support Worker, Inclusion Champion, behaviour mentors and sports coaches to manage the activities in the club.</p> <p>Staff to manage the food for breakfast club x 3</p> <p>Continue to have parents in the breakfast club (Sutton Trust for parental engagement – +3months)</p> <p>‘Toast for all’ in every class each morning</p>	<p>Monitoring of children’s behaviour in class</p> <p>Teachers to observe attention of children in class</p> <p>Children more focused and not saying that they are hungry as often</p> <p>Better academic outcomes</p> <p>Numbers at the breakfast club are sustained and may increase slightly</p>	£33,958
<u>Next steps:</u>				



Development Area	Rationale for Development	Chosen Action(s)	Success Criteria	Cost
C) To promote a love of reading	Pupil Premium children were outperformed in all year groups in reading. This was mainly evident through the lack of reading at home and an evident lack of enjoyment and/or love of reading.	<p>Lead professionals will work in EYFS (TG), KS1 and KS2 (LT, JS, EE)</p> <p>Paid authors to come into school and help to drive the profile of reading in the community – this will help to promote parental engagement which the Sutton Trust puts at +3 months impact.</p> <p>The full funding and implementation of the Lexia reading programme.</p> <p>A third qualified teacher support in year 2 and another in year 6 to teach children who fall well below ARE in reading and to support interventions of those that are just below.</p> <p>SENCo to support and analyse the setting up and implementation of interventions for those that are SEN.</p> <p>Links to the LCFC – rising stars reading programme – to promote sport and reading at school.</p>	<p>The gap will close for pupils eligible for pupil premium so that a greater number achieve in line with national in reading.</p> <p>Intervention tracking</p> <p>Data tracked termly</p>	£40,572
<u>Next steps:</u>				



Development Area	Rationale for Development	Chosen Action(s)	Success Criteria	Cost
D) To increase positive behaviour towards learning and other children and adults	Some pupils lack communication skills which significantly impacts their ability to interact with others and function in a school environment. This can also manifest itself as anxious, withdrawn or disruptive behaviour in class	To have wellbeing groups of targeted children to support them develop their resilience and to develop strategies in regulating their emotions/behaviour. Increase positive sports role models in school – providing play and social skills Elsa to target and highlight children with specific needs and log activities and track their progress Family Support Worker (NB) to support parents with regards to difficult situations at home, which then in turn helps the children settle in school more. SEMH support for specific children on caseload Key adult support for specific PP high need pupils	Behaviour tracking will show a positive impact – (GS) Pupil questionnaires Elsa reports Case studies on specific children. Attainment and progress of supported children will increase as they are able to access the curriculum more readily.	£123,267
<u>Next steps:</u>				



Development Area	Rationale for Development	Chosen Action(s)	Success Criteria	Cost
E) To increase the attendance of Pupil Premium Children so it is closer to national levels	Pupils need to be in school to access learning. Children eligible for pupil premium had lower attendance than other pupils, this has had an impact on in-school barriers, progress and attainment of pupil premium children.	Full time school attendance officer – monitor and analyse absence. EWO (LA) Attendance prizes at the end of each term. Class in each phase with best attendance will go on a fully funded trip. All PP children to receive subsidised uniform when they start school	Attendance to be higher at the end of the academic year (tracked at the end of each term) for those that are PP and to be closer to national levels and narrow the gap with those that are not PP. Data tracked weekly and half termly – this feed into the SOAP data for the trust Evidence shows that children who attend school regularly are more likely to reach targets.	£41,606
<u>Next steps:</u>				



Development Area	Rationale for Development	Chosen Action(s)	Success Criteria	Cost
F) Increase the number of PP children attending educational visits/curriculum enrichment	Children able to access wider experiences including residential trips and visitors into school.	Families receive 50% reduction in school trips. Ukelele lessons	Office to communicate with parents their eligibility. All trip letters must state the eligibility for children. All children will receive an enrichment of music	£7,272
<u>Next steps:</u>				