



Brantridge School

Live, Laugh, Learn

Pupil Premium Grant Expenditure Report 2015-16

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. Funding 2015/16 (20 pupils)

Allocation 2015 – 2016	£27525.00
Carry forward from 2014 – 2015	£0.00
Total 2015 – 2016	£27525.00
Balance remaining to carry forward	£0.00

4. 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

5. Detailed projected spend

Area	Activity	Spend	Impact
Core curriculum – Reading, Writing & Mathematics.	Reading Eggs	£246	<p>Average points of Progress for Pupils not eligible for PPG</p> <p>Key Stage 1 one pupil Reading progress 4 APS</p> <p>Key Stage 2 Reading progress 5 APS</p> <p>Key Stage 3 Reading progress 2.7 APS</p> <p>Average points of Progress for Pupils eligible for PPG</p> <p>Key Stage 2 Reading progress 2.4 APS</p> <p>Key Stage 3 Reading progress 1.3 APS</p>
	Lucid Evidence based intervention training	£150	Dyslexia Screening Tool – Pupils are selected based on need for screening
	Consultant SENCo	£10,000	Moving the school towards Life Without Levels. Looking at measuring progress in core and foundation subjects, but also progress beyond the subject base.

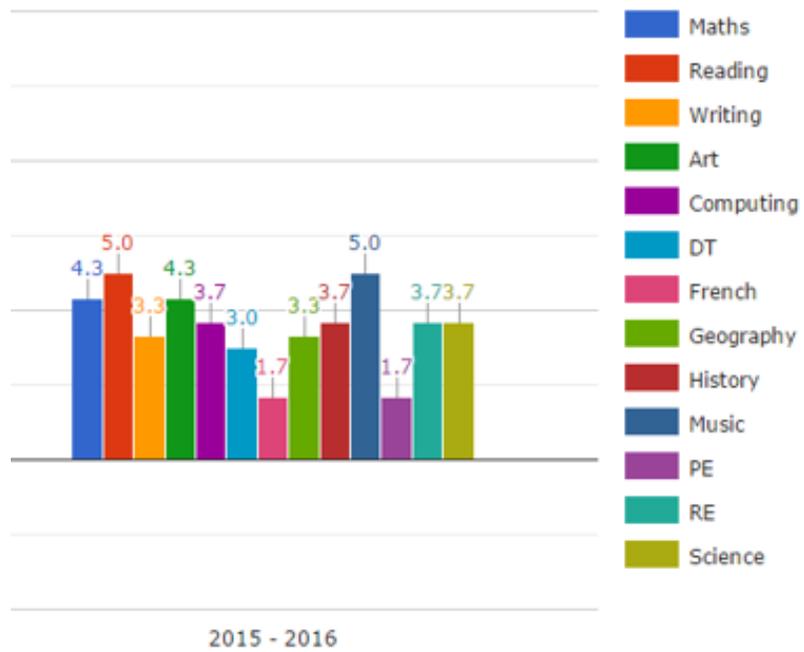
	Nessy Reading & Spelling	£144	<p>Average points of Progress for Pupils not eligible for PPG</p> <p>Key Stage 1 one pupil Writing progress 2 APS</p> <p>Key Stage 2 Writing progress 1.3 APS</p> <p>Key Stage 3 Writing progress 2.7 APS</p> <p>Average points of Progress for Pupils eligible for PPG</p> <p>Key Stage 2 Writing progress 3.3 APS</p> <p>Key Stage 3 Writing progress 0.9 APS</p>
	RM Easy Maths	£144	<p>Average points of Progress for Pupils not eligible for PPG</p> <p>Key Stage 1 one pupil Maths progress 2 APS</p> <p>Key Stage 2 Maths progress 4.3 APS</p> <p>Key Stage 3 Maths progress 3.3 APS</p> <p>Average points of Progress for Pupils eligible for PPG</p> <p>Key Stage 2 Maths progress 2.7 APS</p> <p>Key Stage 3 Maths progress 2.0 APS</p>

Social & Emotional	Renaissance Accelerated Reader	£1,437.06	See above
	SPLD Resources	£40	Greater engagement
	The Nurture Group Network Boxall Profile	£276.52	<p>The Boxall Profile was purchased as a tool to be used with some pupils, and more extensively as a source for ideas.</p> <p><i>The Boxall Profile provides a framework for the precise assessment of children who have social, emotional and behavioural difficulties (SEBD) and are failing at school. It helps teachers to plan focused intervention for those children whose behaviour seems to make no sense. The profile provides the teacher with insights and suggests points of entry into the child's world — it makes people think about what lies behind the behaviour</i></p> <p>The outcomes are continued improvements in behaviour and engagement. Reductions in negative grades, increasing numbers of pupils achieving positive grades and reduced negative behaviours.</p>

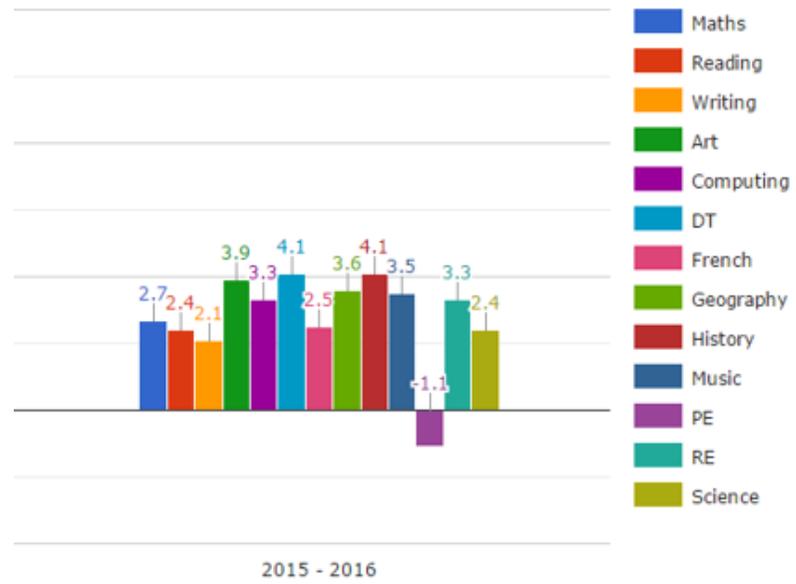
Inclusion and engagement	Forest Schools	£944.14	Taking the learning outside the classroom. The outcomes are improved progression in the SELP (Social Emotional Learning Programme), which focuses on Independence, organisational skills, interacting with others and teamwork, and attention. The facility enables practical lessons in Maths, Science, English etc. and facilitating progress across all areas.
	Sandpit & Diggers	£287.88	A piece of equipment purchased to be available at breaks and lunch times. This allows the boys down time, but facilitates communication, teamwork and play.
	Lodge Hill	£849.66	Camp week activity, which challenged the boys to overcome fears on high ropes, drive motorised go-karts, complete the toboggan run. Pure enjoyment.
Engagement and Participation	Therapeutic Media Company – Music Therapy	£4,455	This group of interventions and expenditure has its focus on making learning fun and engaging; leading to a growth in confidence and a willingness to engage in all aspects of learning.
	Piano Lessons	£2,812	
	Theatre Tom's Midnight Garden	£270	Developing self-regard, self-confidence, etc. are key to the boys being willing to engage in subjects for which they have no confidence or little desire to try.
	Wellbeing & Intervention - Lead	£5125	Data highlights greater engagement across all subjects, reduced positive grades and reduced negative behaviours.

6. Progress and Attainment Data 2016

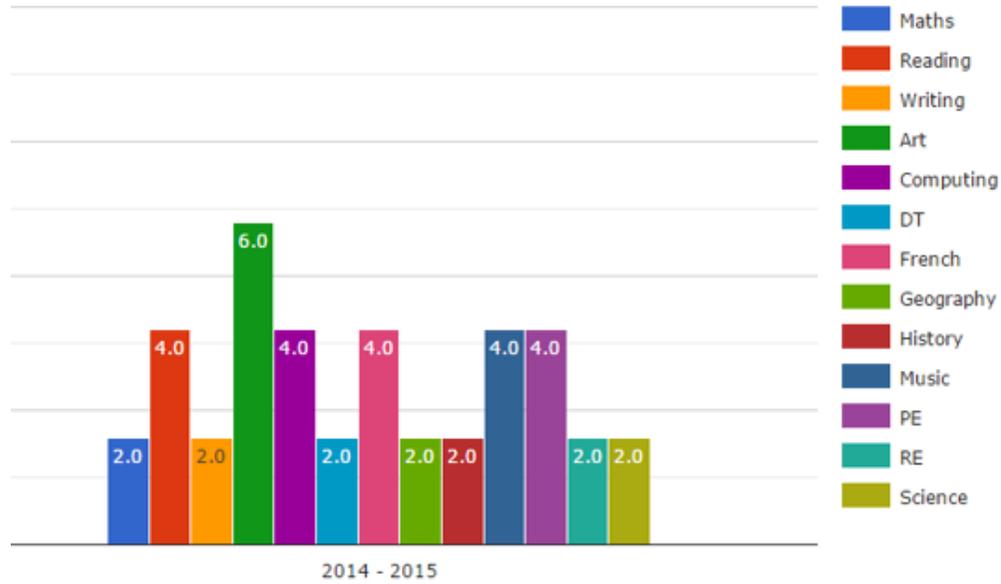
All Subjects Key Stage 2; pupils **NOT eligible** for Pupil Premium; Average Points Progress.



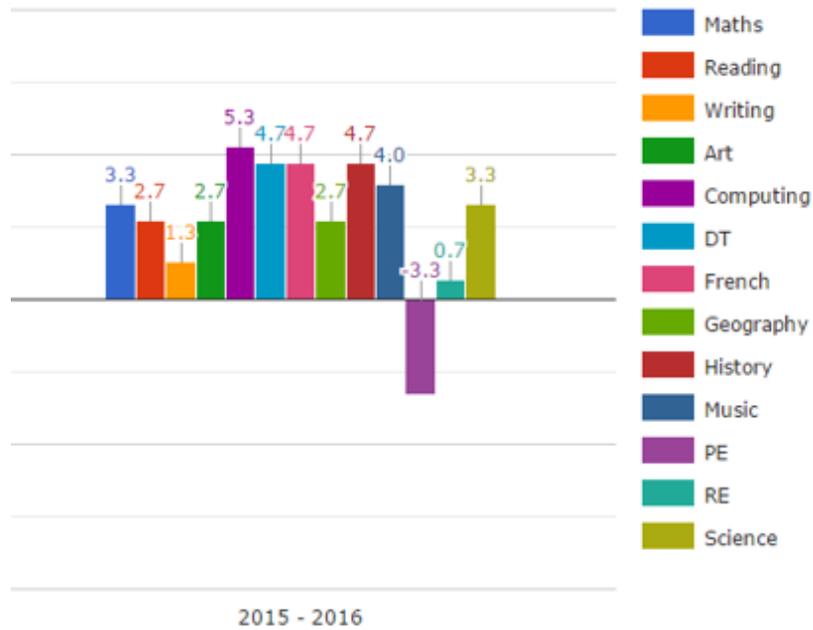
All Subjects Key Stage 2; pupils eligible for Pupil Premium; Average Points Progress.



All Subjects Key Stage 2; for Looked After Children; Average Points Progress.

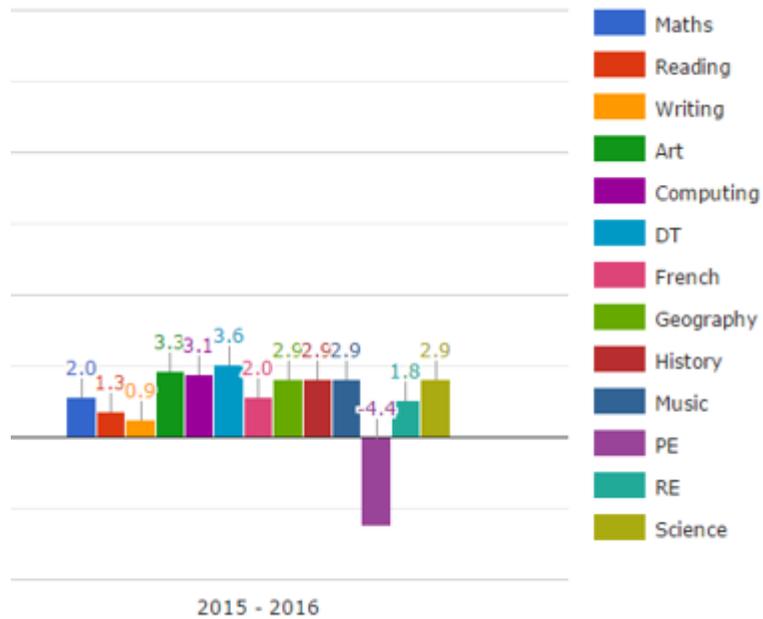


All Subjects Key Stage 3; pupils **NOT eligible** for Pupil Premium; Average Points Progress.



Please note the negative figure in PE represents a move to a different assessment procedure, causing a negative outcome. Pupils have not regressed we have simply measured differently.

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2016 SATs

There were six pupils all eligible for PPG were Year 6 pupils in 2016. Two did not sit the tests working below Age Related Expectations. The remaining four did sit the tests the results were as follows.

Pupil	Reading	Spelling, Punctuation and Grammar	Maths
A	Absent for this paper	88	87
B	97	90	85
C	Refused to attempt paper	81	85
D	Refused to attempt paper	94	97

A scaled score of 100 will always represent the expected standard on the test. This demonstrates that two pupils are working Below Age Related Expectations, with four working Towards Age Related Expectations. However, pupil D could be said to be working at Age Related Expectations in Maths.