

Pupil Premium Strategy 2018 – 2019 REVIEW

Summary information

Children from families 'on a low income' qualify for Pupil Premium financial support. Children do not have to take free school dinners if they do not wish to, but if they are on our Pupil Premium Register, they qualify for other financial benefits throughout the year. Children Adopted from Care or In Care receive a higher level of funding each year. This review explains how the funding was allocated, the barriers these children may have faced and how we measured the impact of our strategy. By assessing the individual needs of disadvantaged children, and by putting strategies in place to overcome any barriers to learning, we aimed to diminish the difference in attainment so they achieve as well as their non-disadvantaged peers.



School	Brockwell Junior School				
Academic Year	2018/19	Total PP budget	£67,920	Date of most recent internal PP Review	April 2019
Total number of pupils	256	Number of pupils eligible for PP	46 (18%)	Date for next publishing of this strategy	April 2019 financially with July 2019 update with KS2outcomes

Current Attainment and Progress Year 6 2019 KS2 Outcomes (Expected standard +)			
2019 Leavers	<i>Pupils eligible for PP in school 2019</i>	<i>National All 2019</i>	<i>Pupils Not eligible for PP</i>
% achieving in reading, writing and maths	56% - an increase on previous cohort in school - 55%	65%	89%
% at expected standard in reading	72%	73%	89%
% at expected standard in writing	72%	78%	91%
% at expected standard in maths	72% (increase from 52% the previous year)	79%	96%

Current Attainment Year 6 2019 KS2 Outcomes(exceeding standard)	<i>Pupils eligible for PP in school</i>
% achieving in reading, writing and maths (exceeding standard)	6%
% in reading	22%
% in writing	17%
% in maths	11%

1. Barriers to future attainment	
<p>In-school barriers</p> <p>Our internal provision map detailed internal and external barriers to learning for each child eligible for Pupil Premium. It is evident from this that each child had individual needs, many of which are quite complex. Here is a broad summary to protect their identity. We measured how we supported these children and overcame the barriers through daily monitoring, formal assessments, attendance reviews, teacher assessment and feedback from any intervention.</p>	
A.	<p>Year 3 (2022 Leavers)</p> <p>4 of 9 children have complex SEND including ASD (2) ADHD (2). KS1 outcomes indicate 2 of the 9 achieved the expected standard and KS2 baseline indicates low KS1 attainment. No child in this group is at expected in all three core subjects. Comprehension and decoding skills are weak and fluency / problem solving skills are weak. Basic skills in writing are not secure.</p>
B.	<p>Year 4 (2021 Leavers)</p> <p>KS1 outcomes suggest that disadvantaged children are performing well compared to non-disadvantaged within the cohort on entry. Baseline suggests significant weakness in all three and lower in writing and maths (Difference in reading 88% KS1 and 63% baseline; writing 88% KS1, 38% baseline and maths 75% KS1 and 38% baseline). The group includes children with a variety of needs (Adopted from Care, Child in Need and children with social, emotional difficulties. Comprehension and decoding skills are weak and fluency / problem solving skills are weak. Basic skills in writing are not secure.</p>
C.	<p>Year 5 (2020 Leavers)</p> <p>The group entered with outcomes lower than the overall cohort in all areas with the greatest gap in reading (Reading -cohort 80% disadvantaged group 70%; Writing cohort 77% and disadvantaged group 70% and maths cohort 72% disadvantaged group 70%). Many of the group have emotional needs and benefit from our nurture opportunities (parental bereavement, ASD, 2 with attachment). Writing skills are weak for this group.</p>
D.	<p>Year 6 (2019 Leavers) There are 18 disadvantaged children in this year group.</p>

	The greatest difference on entry is in maths and writing (Mathematics -100% KS1 at standard but baseline indicates 79% and Writing – 93% KS1 at standard but baseline indicates 73%). This group includes children adopted from care and a higher level of need child. Several of the children access nurture to support social and emotional difficulties in school.	
External barriers		
E.	The Chesterfield district is recognised in the summary profile as having significantly worse than Derbyshire average and national average in several areas including unemployment and adults with higher education. A few parents do not appear to understand the impact of missing school. At this point attendance is not a barrier for the majority of disadvantaged children. However, we continue to monitor this closely and support where required. September 2018 to March 2019 – Pupil Premium 95%	
F.	A number of disadvantaged children also have a Vulnerable Child Chronology or Child in Need support. For these children, mentoring, early help and nurture strategies are in place. Their thoughts of life beyond school cause anxiety and difficulties in retaining new learning.	
2. Desired outcomes		
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Review April 2019</i>
<p>To diminish the difference in % achieving expected standard in Mathematics.</p> <ul style="list-style-type: none"> Teachers will closely track progress, achievement and attendance of PP children. Teachers will have half-termly Progress Reviews with Phase Leaders to ensure that provision meets children's needs. CPD in mathematics will ensure that high quality teaching focusing on Mastery continues to be a main priority. Head/Maths Lead to monitor and evaluate lessons and children's work to assess the 	<ul style="list-style-type: none"> A reduced difference in attainment between the school's PP children and all non-disadvantaged nationally. PP children in all year groups to make expected progress in maths where cognitive ability is not a barrier. The numbers of disadvantaged children in Year 6 reaching expected increases to 72%. The number of disadvantaged children in Year 4 	<ul style="list-style-type: none"> High quality mathematics teaching has been evident through drop ins, subject leader monitoring and work scrutiny. Teaching assistants and teachers have ensured this group have been well supported including same day intervention whenever available. Progress reviews have enabled teachers to reflect on priorities and teaching styles such as use of concrete equipment or practise options within the arithmetic sessions. During the year the focus changed from problem solving and reasoning to give more time for lower school to practise fluency and secure basic skills which are not secure. Additional teaching hours were used to reduce the classes for this to promote arithmetic. Mastery using the slides with options of stretch and practise have ensured consistency and accurate pitch for the year group. After school study support in mathematics for disadvantaged was encouraged but not always taken up. Where it was an impact in securing maths understanding is clear.

<p>impact of provision (additional teaching hours) for PP children through work scrutiny and drop-ins.</p> <ul style="list-style-type: none"> • Small group and 1:1 interventions led by our PP Champion and other teaching assistants will identify needs and accelerate learning. 	<p>reaching expected increases to 65%</p>	<ul style="list-style-type: none"> • Same day interventions were particularly successful and ensured sound progress for some even if this is not reflected in a SAT score. Smaller Class Size for maths Year 6 and Year 4 enabled differentiation to be even more personalised. • Year four had less same day intervention as other year groups as resources were used for ELSA provision. This will be a change moving into the next strategy. • CPD has been focused on visual representation and concrete – pictorial – abstract. This will continue within the next strategy and this group will continue to be a focus. • Teacher assessment shows 72% of 2019 Leavers (Y6) who were 'disadvantaged' achieved the expected standard. This is an increase from 52% the previous year. • Progress was seen in Y5 (73% to 82%) but more support is needed to secure progress of this group in maths in lower school. In particular, our Y3 group has 22% at expected in maths. This group has individuals with complex SEND and emotional needs. Individuals have been identified to provide additional resource in the 2019 strategy. • The difference is diminishing in Y5, improving in Y6 and Y4 but may be increasing in Y3 using KS1 entry data.
<p>To accelerate the progress of disadvantaged children so that the difference is diminished in Reading and Writing.</p> <ul style="list-style-type: none"> • All children, including PP children to receive high quality English teaching. • In English lessons, PP children receive additional feedback so that intervention can be immediate. • PP children to receive targeted teaching and learning support from teaching assistants and their 	<ul style="list-style-type: none"> • PP children receive teaching that is high quality and tailored to their specific needs – monitoring to confirm. • The numbers of disadvantaged children in Year 6 reaching expected in writing increases to 78% and in reading to 70% • The numbers of disadvantaged children in Year 4 reaching expected in 	<ul style="list-style-type: none"> • Teacher assessment indicates that 72% of the disadvantaged in Y6 2019 are at expected in reading and writing. This is in line with our target and reflects the huge amount of support and work that has been routine for this group. • Whole class texts, rich variety in reading materials, unlimited use of library and school reading materials, innovative approach to reading reviews and high quality teaching of reading has given the children the best opportunity to be equipped with skills for their next phase. • Intelligent teaching assistants have been proactive in reviewing learning and offering same day support. • After school study support had a good take up and children said they enjoyed the sessions. • Homework study such as Shakespeare Globe, Public Speaking and Learning Challenges, has promoted writing out of school successfully.

<p>class teacher in order to accelerate progress.</p> <ul style="list-style-type: none"> • Homework set to support opportunities to improve reading and writing skills. • Revised writing feedback forms focus improvement and celebrate achievement. • Small group and 1:1 interventions led by our PP Champion and other teaching assistants and reading volunteers will identify needs and accelerate learning in all year groups. <p><i>By achieving the objectives above we anticipate the combined outcome to increase from 44% to 65% for 2019 Leavers</i></p>	<p>writing increases to 75%</p> <ul style="list-style-type: none"> • The numbers of disadvantaged children in Year 4 reaching expected in reading increases to 88% 	<ul style="list-style-type: none"> • Subject leader monitoring of reading indicates the high expectation staff have had of the children. • Teachers in Y4 have planned some creative opportunities to motivate this group including stories linked to Iron Man, Battlecry linked to Vikings, letters for Beowulf and adventures linked to Brightstorm. Children enjoy writing more and have made progress in basic skills ready to further develop in Y5. Disadvantaged difference is slightly diminished as the group have increased from 50% at expected to 63% but more work is needed here to achieve the key stage ambition for this group. In reading two children have been identified to achieve expected as 75% are at expected at this time – just under the ambitious 88% target (2 children). <p>Year 6 2019 Leavers, according to teacher assessment, have increased from 44% at expected in reading, writing and maths combined to 61%</p>
<p>Disadvantaged children to feel secure and confident, therefore developing resilience and improved focus on their own learning.</p> <ul style="list-style-type: none"> • Additional support for interventions and nurture opportunities for disadvantaged children will be provided. 	<ul style="list-style-type: none"> • Pupil Reviews (Learning to Learn) and learning journals celebrate achievements and opportunities to develop metacognition and confidence. 	<ul style="list-style-type: none"> • Teaching assistants, capably supported by the Pupil Premium Champion, have reviewed learning during the terms with children developing their metacognition and learning to learn knowledge. This results in children identifying how they can help themselves and how they can develop their own learning. This will continue in the next strategy. • 6 children have required regular, often daily, support separating from parents or arriving in school on time. Early help from the champion or staff member on duty has provided a sense of belonging and 'every child matters' so that they

<ul style="list-style-type: none"> • PP Champion to liaise with parents to discuss issues around their children in school and at home if ELSA or Nurture Group work is identified as a need. • Head and Deputy Head teacher to maintain a provision map for each PP child to ensure that barriers are identified and plans are in place to reduce/remove their impact. • PP children considered when opportunities for civic responsibility or wider opportunities arise. 	<ul style="list-style-type: none"> • Meet and Greet, Nurture and well-being sessions are routinely timetabled. • Teachers share in-depth knowledge of PP children and their barriers which ensures transition between year groups has no impact on progress. • Early help from Multi Agency Teams is initiated promptly if family needs support. • PP children attend out of school experiences with cost not a barrier. 	<p>come to school as often as possible. Attendance of a few children would be significantly lower if this approach had not been in place.</p> <ul style="list-style-type: none"> • Early help or pre early help has been initiated by school staff for 3 disadvantaged children and has resulted in positive help such as access to Fairplay and reduced anxiety about body image. • There has been a good take up of after school experiences for this group including some being 'Digital Leaders' representing the school.
<p>To ensure that disadvantaged children are able to participate fully in all aspects of school life.</p> <p>Ensure that all the PP children are afforded every opportunity to take part in:</p> <ol style="list-style-type: none"> 1. Residential visits with a subsidy- White Hall. 2. Educational visits. Various year group visits have included Lea Green, Harry Potter World, Eyam Village, Murton Park, Environmental Studies etc. 	<ul style="list-style-type: none"> • Provision for behavioural and emotional needs of PP children is met through ELSA, Positive Play and Nurture Group • EEF +4 mths made when pupils undertake outdoor and adventure learning activities. • PP children take opportunities offered to all. 	<ul style="list-style-type: none"> • Some of our disadvantaged children have SEND. School has provided additional support (without funding) to ensure some of these children remain in our care with reduced anxiety and with opportunities to learn in an environment that meets their needs. Examples include our lunchtime nurture group, lunchtime learning support and emotional literacy support. • Emotional well-being has dramatically improved in observations of children who have received this emotional support. • All families are invited to give a voluntary contribution but disadvantaged children (and others) are always included in our many enrichment opportunities and visits. • Several children are supported through subsidy of residential visits.

<p>3. Theatre Visits and Sporting Events including transport.</p> <p>4. After-school clubs or holiday 'Camps' eg Premier Sports or Singing Schools when appropriate.</p> <p>5. School groups such as mini-leaders, school council, club leaders and ingeniouses.</p> <p>6. ELSA Nurture and Lunchtime Nurture Group as required</p>	<ul style="list-style-type: none"> • Children develop positive self-esteem as they take an active role in school life. • School Theatre groups and workshops accessed by PP children. 	
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<p>To ensure that disadvantaged children are offered a personalised programme in order to fully address needs and maximise the diminishing of differences.</p> <p>1. A Pupil Premium Champion (PPC) will be appointed to:</p> <ul style="list-style-type: none"> • Liaise regularly with parents to discuss pastoral and academic needs thus developing the strongest home/school partnership. 	<ul style="list-style-type: none"> • Strong home /school links ensure greatest possible pastoral care for PP pupils. • Attendance of PP children remains strong and percentage of late arrivals is reduced. 	<p>The role of the PPC has impacted enormously this year. Individuals have had consistency of home school liaison and children know they matter.</p> <p>A trained DSL, she has been proactive in chasing attendance and supporting parents with mental health challenges; she has promoted the learning reviews and personalised approach for many PP children and she has liaised with other agencies to get the best support possible for our children.</p> <p>Pupil Premium Plus children have had proportionately more focus over the year with the beginnings on in school PEPs as a tool for mapping provision and need.</p>
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<ul style="list-style-type: none"> • Provide welcoming and supporting opportunities to engage parents in the life of the school day. • Monitor any issues related to attendance and late arrival at school. • Ensure smooth transition between Key Stages. • Coordinate individual and small group interventions. • Oversee PP reviews. • Facilitate attendance at out of hour's clubs. • Organise trips to raise aspirations and facilitate progress. • Learning support for PP+ for 1 hour a week 	<ul style="list-style-type: none"> • Pupils settle well in Year 3 and feel fully prepared to transfer to Year 7. • Attendance of before and after school provision is maximised. • Intervention shows measured impact at progress reviews. 	<p>Transition for some of our disadvantaged children will be less daunting as a result of her work with other schools. Records for some of these children will be hand delivered with time allocated to ensuring each child's journey is clearly understood before transition.</p> <p>This year y6 disadvantaged children ran a restaurant over several weeks cumulating in a real scenario overseen by local restaurateur. The take up was 100% and the impact was beyond words. It raised self-esteem, aspiration and sense of work and ambition was tangible. It certainly diminished the difference in any life ambition that may have existed prior to the project.</p>
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Points to address in the 2019 – 2020 (and beyond) strategy

Y6 2020 – The difference is not significant in writing between groups but it is lower than reading and maths. This will be a priority with 2 of 11 children identified to make accelerated progress.

Y5 2021 Leavers and Y4 2022 Leavers disadvantaged group need to make accelerated progress in maths as the difference is significant. The role of Pupil Premium Champion and the three-way support in maths in Y6 have been identified as good or better practice and leaders will do well to maintain this model.

Through the year it is clear there are increasing numbers of parents with mental health needs, lower aspiration and children entering the school with weak basic skills including, writing skills, arithmetic, comprehension and problem solving. High quality first teaching and same day intervention must continue to be implemented consistently with increased resource if available.