

## Pupil Premium Strategy 2019 to 2020



### 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 strategy explains how the funding is allocated, the barriers these children may face and how we measure the difference in outcomes between PP children and non-pupil premium children nationally. By assessing the individual needs of disadvantaged children, and by putting strategies in place to overcome any barriers to learning, we aim to diminish the difference in attainment so they achieve as well as their non-disadvantaged peers.

School	Brockwell Junior School				
Academic Year	2019-20	Total PP budget	£69,880	Date of most recent internal PP Review	April and October 2019
Total number of pupils	255	Number of pupils eligible for PP	48 (19%)	Date for next publishing of this strategy	April 2020 with July 2020 outcomes update

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 2018</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 details internal and external barriers to learning for each child eligible for Pupil Premium. It is evident from this that each child has clear individual needs, many of which are quite complex. Here is a broad summary to protect their identity. We measure how we support these children and overcome the barriers through daily monitoring, formal assessments, attendance reviews, teacher assessment and feedback from any intervention.</p>	
A.	Aspiration and self-regulation of disadvantaged children needs to improve in order for them to achieve their potential.
B.	Disadvantaged children do not have the comprehension skills necessary to achieve above national 'all' at the expected standard. Disadvantaged children do not have the fluency and problem solving skills necessary to achieve above national 'all' at the expected standard.
C.	Year 4 (2022) 4 of 9 children have complex SEND including ASD (2) ADHD (2) 4 Of 9 are supported through child protection arrangements. From 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.
C.	Year 5 (2021 Leavers) 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).

D.	<p>Year 6 (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).</p>	
<p>External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)</p>		
E.	<p>The Chesterfield district is recognised in the summary profile (Derbyshire Observatory 2018 Area District profile) as having significantly worse than Derbyshire average and national average in several areas including unemployment and adults without 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 2017 to July 2018 – Pupil Premium 95%</p>	
F.	<p>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.</p>	
<p>2. Desired outcomes</p>		
<p><i>Desired outcomes and how they will be measured</i></p>	<p><i>Success criteria</i></p>	<p><i>Review April 2020 &amp; July 2020</i></p>
<p>1. Aspiration and self-regulation of disadvantaged children needs to improve in order for them to achieve their potential.</p>	<p>An increased percentage of disadvantaged children achieving at the exceeding standard thus narrowing the gap at the exceeding standard between disadvantaged and non-disadvantaged.</p> <p>Disadvantaged children to meet end of year target which is in line with top 20% of schools.</p> <p>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.</p> <p>PP children considered when opportunities for civic responsibility or wider opportunities arise.</p>	

	<p>Provision for behavioural and emotional needs of PP children is met through ELSA, Positive Play and Nurture Group</p> <p>EEF +4 mths made when pupils undertake outdoor and adventure learning activities.</p> <p>PP children take opportunities offered to all.</p> <p>Children develop positive self-esteem as they take an active role in school life.</p> <p>School Theatre groups and workshops accessed by PP children.</p>	
<p>2. Diminish the difference in achievement in <b>WRITING</b> in Y6 2020 cohort (PP 64% NonPP 81%)</p> <p>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.</p>	<p>Disadvantaged children to meet end of year target which is in line with top 20% of schools.</p> <p>Increased numbers at expected in writing in Y6 2020 – 70%</p> <p>Whole school focus on writing and the CPD impacts resulting in accelerated progress in writing.</p>	
<p>3. Y5 2021 Leavers and Y4 2022 Leavers disadvantaged group need to make accelerated progress in <b>MATHS</b> as the difference is significant.</p> <p>To diminish the difference in % achieving expected standard in Mathematics.</p> <p>Year 5 2021 PP 50% NonPP 79%</p> <p>Year 4 2022 PP 22% NonPP 82% (note SEND needs here)</p>	<p>Year 5 2021 Leavers increased from 50% at expected.</p> <p>Year 4 2022 Leavers increased from 22% at expected.</p> <p>CPD impacting resulting in more concrete apparatus to support all abilities.</p>	

4. Support families and children through the role of **Pupil Premium Champion including EARLY HELP**

Role has continued throughout the year resulting in learning reviews, increased attendance, supported parents and rigorous safeguarding of disadvantaged children.

Disadvantaged children to feel secure and confident, therefore developing resilience and improved focus on their own learning.

Pupil Reviews (Learning to Learn) and learning journals celebrate achievements and opportunities to develop metacognition and confidence.

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.

Attendance of PP children remains strong and percentage of late arrivals is reduced

Pupils settle well in Year 3 and feel fully prepared to transfer to Year 7.

Parental engagement increases (parent evenings, reviews, homework, contact time).

3. Planned expenditure					
Academic year		2019 - 2020			
i. High 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	When will you review implementation ?
Smaller Class Size for maths Year 6	Additional teaching time to increase two classes to three smaller ones. EC to focus on raising the attainment of TARGET PP pupils not currently at the expected standard.	Outcomes in mathematics over time. EEToolkit suggests this is +4months when small groups target up to 5 pupils. More able disadvantaged pupils will benefit from increased teacher focus.	Monitoring and data analysis to measure impact.	EC	Dec 2019
Raised attainment through focused deployment of Teaching Assistants so that teaching is supported effectively.	Individual and group support including guidance and verbal feedback will enable children to make progress.	Work scrutiny and lesson observations show children learn from feedback or corrections and then build on this learning.  EEF toolkit teaching assistants ££££ +1 month. However, impact is high when teaching assistants actively support learning rather than managing tasks and where they receive support and training as to how to work effectively with teachers Feedback given can +8mths EET	School Improvement Partner (SIP) work scrutiny, Subject Leader moderation and continued CPD for Teaching Assistants.	CH EC HC	Termly
Total budgeted cost					PP teaching support 56,787

ii. 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	When will you review implementation?
Progress in reading, writing and maths accelerated through individual and small group intervention	PP Champion or Teaching Assistant will lead targeted small group interventions based on each pupil/cohort's need. This will involve monitoring reading, providing additional intervention for misconceptions in maths and trialling new ways to overcome barriers to writing.	EEF toolkit reading comprehension strategies £ +5 months impact	PP Champion or Teaching Assistant and line manager will work closely to identify individual and group needs. Regular targeted sessions will aim to accelerate progress and increase those pupils achieving the expected standard. Data will be analysed regularly to measure impact.	EC TG Class Teachers TAs	Termly Pupil progress or Leader monitoring
Attainment in Core Subjects raised through Learning Reviews	Teaching Assistants and Teachers to regularly review learning. Quality time built in for reflection and understanding of how to learn best.	EEF toolkit feedback / meta-cognition and self-regulation £ +8months	Scrutiny of PP personal review books with School Improvement partner and discussion with pupils / class teachers.	Class Teachers TG TAs	6 X per year minimum
Skills and Knowledge boosted and confidence increased through after School Tuition	Autumn / Spring Term bespoke after school groups to target key areas where difference needs diminishing.	EEF toolkit small group tuition effective if it is targeted at pupils' specific needs. £££ +4 months impact. EEF toolkit feedback £ +8 months impact	Carefully planned sessions will identify areas for improvement. Drop in and observations will monitor. Data analysis will measure impact.	EC HB DP	November 2019 to July 2020

Total budgeted cost					10,090
iii. Self-esteem, confidence and well-being nurtured and developed.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased confidence and improved positive mental health.	Lunchtime Nurture Group Daily	Emotional well-being has dramatically improved in observations of children who have received this emotional support in the past.	Quality of staff chosen. Variety of tasks and secure, stimulating area to work.	LS ? PP+	Termly
Opportunities to express feelings and talk to trusted adults. Increased well-being and developed resilience.	ELSA sessions	Moderate impact for moderate cost EET +4mths  School experience suggests it is the quality of staff and space to work that is key to high impact.	Quality of staff chosen.  Staff trained to deliver this support to a high standard.	LP	Termly.
Sense of belonging and self-esteem increased.	Subsidies for residential, visits, holiday clubs and resources.	Having a sense of fitting in and participation contributes to self-esteem and confidence. Individuals in school are used as case studies	Liaise with parents, ensuring all who want to go do, and through discussion with our families where appropriate.	TG/EC/CH	Termly within budget review and policy review.



<p>Strongest home school links forged to ensure maximum pastoral care and wrap around academic support.</p>	<p>Appointment of Pupil Premium Champion.</p>	<p>Moderate impact for moderate cost EET + 3mths</p>	<p>Quality of staff chosen. Dedicated time to set up systems, engage with parents and analyse impact.</p>	<p>TG/EC/CH</p>	<p>Termly</p>
<p>Total budgeted cost</p>					<p>13,124</p>
<p>Total allocated spend</p>					<p>£80,001</p>