

Pupil premium strategy statement



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 who are 'Adopted from Care' or 'Looked After' in care receive a higher level of funding each year. This statement explains which strategies the school feels are a priority for our disadvantaged children and how the funding is allocated to support them. 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 that they achieve as well as their non-disadvantaged peers. (In this strategy statement, pupils eligible for pupil premium funding are referred to as PP pupils and those not eligible as NPP.)

School overview

School name	Brockwell Junior School
Pupils in school	256
Proportion of disadvantaged pupils	19%
Pupil premium allocation this academic year	£74,595
Academic year or years covered by statement	2020 - 2021
Publish date	July 2020
Review date	October 2020
Statement authorised by	Catherine Holmes
Pupil premium lead	Emma Crutchley
Governor lead	Andy Barnett

Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score (National disadvantaged)
Reading	-0.62 (-0.6)
Writing	-0.5 (-0.5)
Maths	-0.71 (-0.7)

Disadvantaged pupil performance overview for last academic year 2020 (2019)

Measure	Teacher assessment EOY6
Meeting expected standard at KS2 in reading, writing and maths combined.	85% (56%) Non PP pupils 89% (EEF PP similar school average 49%) https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/
Achieving high standard at KS2	8% (6%) Non PP pupils 19%

Strategy aims 2020-2021

Quality First teaching

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.” Education Endowment Foundation 2019

Desired outcome	Chosen action/approach
Pupils, both disadvantaged and other, ‘catch up’ to achieve full potential after school closure for some pupils.	Swift and rigorous assessment on mandatory return of all pupils in September. Reduced class sizes in chosen year groups (Y6 initially) with extra teacher for English and maths. Whole school, curriculum, reconnection action plan, to include English, maths and well-being as priorities.
Remote learning contingency plan operational for all pupils.	Staff meeting/INSET time for remote learning training, due to difficulties of staff release time. Resources purchased as part of remote learning plan, including iPads and workbooks.
Projected spending	£27,790

Targeted academic support

“Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.” EEF 2019

Desired outcome	Chosen action/approach
Gaps narrowed after Covid disruption. PIRA tests and early writing assessment to help identify interventions needed, including any catch-up phonics that is required.	Establish small group/ 1:1 English interventions for disadvantaged pupils falling behind age-related expectations. Interventions to include the following: 1:1 reading and discussion, Read Write Inc. and Fresh Start, and Doodle Premium. Staff to use Talk for Writing model for small group Shared Writing.
Gaps narrowed after Covid disruption. Puma tests to help identify gaps in maths.	Maths 1:1 same-day intervention continued across the school. Doodle Premium available for all children.
After school tuition or change to structure of school day.	This will be dependent on allocation of DFE 'catch-up' funding.
Projected spending	£32,921

Wider strategies

“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.” EEF 2019

Desired outcome	Chosen action/approach
Wraparound care available for disadvantaged pupils group.	Individual pupils invited to breakfast club to ensure readiness for school in the morning.
Emotional support provided for identified pupils and families in order to remove barriers to learning.	ELSA and Lego therapy sessions established. Nurture lunchtime support group in place. Early Help available.
Projected spending	£14,882

Targets 2020-2021

Aim	Target	Target date
Progress in Reading	To be completed after September assessment	July 2021
Progress in Writing	To be completed after September assessment	July 2021
Progress in Mathematics	To be completed after September assessment	July 2021
Other	Maintain high disadvantaged attendance data, with no gap between PP and overall attendance.	Ongoing

Monitoring and Evaluation

Area	Any challenges	Proposed resolutions
Quality First Teaching	<p>Allocating time for staff CPD to ensure effective delivery of remote learning.</p> <p>Ensuring all disadvantaged pupils have access to devices in order to access remote learning.</p>	<p>Use of staff meeting/ INSET time as individual staff release time will be restricted due to current circumstances.</p> <p>Audit to be completed and devices purchased. Home school agreement drawn up to allow school to lend devices for home learning.</p>
Targeted support	Implementing interventions as early as possible, in light of logistical and personnel	Rigorous and early assessment.

	challenges related to Covid 19.	Establishment of early and clear routines before rolling out known effective interventions within year group 'bubbles'.
Wider strategies	Setting up nurture opportunities within the concept of class and year group 'bubbles'.	Year group 'bubbles' established for breakfast and after school club. Staff allocated for lunchtime support.

Review: last year's aims and outcomes

Aim	Outcome
Aspiration and self-regulation of disadvantaged children needs to improve in order for them to achieve their potential.	54% of pupils achieved GDS in Reading at KS2. 13% of that group were at GDS at KS1. 8% achieved GDS in writing, the same percentage as at KS1 31% achieved GDS in Maths. 8% achieved this at KS1.
Diminish the difference in achievement in WRITING in Y6 2020 cohort (PP 64% NonPP 81%) 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.	85% of PP group achieved expected + in writing. 91% of NPP children achieved expected + in writing.
Y5 2021 Leavers and Y4 2022 Leavers disadvantaged group need to make	

<p>accelerated progress in MATHS as the difference is significant.</p> <p>To diminish the difference in % achieving expected standard in Mathematics.</p> <p>Year 5 2021 PP 50% NPP 79%</p> <p>Year 4 2022 PP 22% NPP 82% (note SEND needs here)</p>	<p>Year 5 – from 50% (EOY4) to 78% PP children at expected + (76% NPP)</p> <p>Year 4 – from 22% (EOY3) to 45% PP children at expected+ (85% NPP) 25% of group SEND</p>
<p>Support families and children through the role of Pupil Premium Champion including EARLY HELP</p>	<p>Average Attendance September – March 2020 PP pupils – 96% All pupils – 97%</p>