

# 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 evidence-based 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	<b>Brockwell Junior School</b>
Pupils in school	253
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£74,940
Academic year or years covered by statement	2020-2022
Publish date	April 2021 (reviewed July 2021)
Next review date	November 2021
Statement authorised by	Catherine Holmes
Pupil premium lead	Emma Crutchley
Governor lead	Andy Barnett

## Disadvantaged pupil progress scores academic year (2019)

<b>Measure</b>	<b>Score (National disadvantaged)</b>
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.	56% (TA July 2021) (EEF PP similar school average 49%) <a href="https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/">https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/</a>
Achieving high standard at KS2	11%(TA July 2021)

## Strategy aims 2021-2022

### 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**

Aims	Chosen action/approach
<p><b>To ensure secondary readiness and improved outcomes for Y6 and Y5 pupils by reducing class size.</b></p> <p><b>EEF evidence:</b></p> <p><b>Reducing class size +3 months</b></p> <p><b>Feedback (facilitated in smaller groups) +8 months</b></p>	<p>Y6 to access third teacher for English and Maths from April to July 2021.</p> <p>Y5 to access third teacher for English and Maths from March to July 2021 and then for academic year 2021-2022.</p>
<p><b>To develop staff expertise and confidence in the teaching of writing.</b></p>	<p>Talk For Writing online training May/June 2021 for all teaching staff.</p>
<p><b>Barriers to learning addressed.</b></p>	<p>Smaller pupil to teacher ratio to ensure pupils have greatest possible opportunity to reach full potential.</p> <p>Staff upskilled in the teaching of writing to ensure that all pupils have access to the best provision.</p>
<p>Projected spending</p>	<p>£24,530</p>

## 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**

Aims	Chosen action/approach
<p><b>To ensure that any pupil who is not currently meeting age-related expectations in Reading (including phonics) and Writing has access to swift and effective intervention programmes.</b></p> <p><b>EEF evidence:</b>  <b>One to one tuition +5 months</b>  <b>Small group tuition +4 months</b>  <b>Phonics +4 months</b>  <b>Reading Comprehension strategies +6 months</b></p>	<p>Establish small group/ 1:1 English interventions for PP 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.</p> <p>Selected PP(and NPP) pupils to access tutoring using DFE ring fenced grant (autumn 2021)</p> <p>Pupils to attend after school tuition groups taught by school staff (summer 2021)</p>
<p><b>To ensure that any pupil who is not currently meeting age-related expectations in Maths has access to swift and effective intervention programmes.</b></p> <p><b>EEF evidence:</b>  <b>One to one tuition +5 months</b>  <b>Small group tuition +4 months</b>  <b>Mastery Learning +5 months</b></p>	<p>Maths 1:1 same-day interventions continued across the school. Small group interventions using White Rose Maths resources to run alongside class maths lessons. Doodle Premium available for all children.</p> <p>Selected PP(and NPP) pupils to access tutoring using DFE ring fenced grant (autumn 2021)</p> <p>Pupils to attend after school tuition groups taught by school staff (summer 2021)</p>
<p><b>Barriers to learning addressed.</b></p>	<p>Gaps in the following areas to be addressed:</p> <ul style="list-style-type: none"> <li>• phonics</li> <li>• reading fluency and comprehension strategies</li> <li>• writing skills</li> <li>• use of mathematical language,</li> <li>• arithmetic skills</li> <li>• problem solving skills</li> </ul>

Projected spending	£30,984
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## 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**

Aims	Chosen action/approach
<p><b>To provide emotional support for identified pupils and families.</b></p> <p><b>EEF evidence:</b></p> <p><b>Behaviour Intervention +3 months</b></p> <p><b>Social and Emotional Learning +4 months</b></p>	<p>ELSA and Lego therapy sessions established.</p> <p>Confident Me and ELSA transition programmes introduced.</p> <p>Nurture lunchtime support group in place. Altered arrangements will be in place initially, due to Covid-19.</p> <p>Early Help available.</p> <p>Pupil Premium Plus journals used to monitor progress and boost self-esteem ( PP+ and case studies)</p>
<p><b>To provide practical help e.g. with uniform, subsidies for trips, free access to wraparound care etc.</b></p>	<p>Invitation to any PP child who would benefit from free wraparound care.</p> <p>Financial help offered where needed.</p>
<p>Barriers to learning addressed</p>	<p>Ensuring a readiness to learn, and maintaining no gap in attendance between PP and NPP pupils.</p> <p>Ensuring equal opportunities for all.</p>
<p>Projected Spend</p>	<p>£19,426</p>

## Targets 2021-2022

Aim	Target	Target date
Progress in Reading	<p>To achieve at least national average progress scores In Key Stage 2 (0)</p> <p>To increase % at expected level</p> <ul style="list-style-type: none"> <li>• Y5 from 54% (July 2021) to 73% (National 2019)</li> <li>• Y4 from 61% (July 2021) to 73% (National 2019)</li> <li>• Y3 from 80% to 90%</li> </ul>	July 2022
Progress in Writing	<p>To achieve at least national average progress scores In Key Stage 2 (0)</p> <p>To increase % at expected level</p> <ul style="list-style-type: none"> <li>• Y5 from 38% (July 2021) to 78% (National GPS 2019)</li> <li>• Y4 from 56% (July 2021) to 78% (National GPS 2019)</li> <li>• Y3 from 67% (July 2021) to 78% (National GPS 2019)</li> </ul>	July 2022
Progress in Mathematics	<p>To achieve at least national average progress scores In Key Stage 2 (0)</p> <ul style="list-style-type: none"> <li>• Y5 from 31% (July 2021) to 79% (National 2019)</li> <li>• Y4 from 50% (July 2021) to 79% (National 2019)</li> <li>• Y3 from 67% to 85%</li> </ul>	July 2022

Other	Maintain high disadvantaged attendance data, with no gap. High PP attendance at tuition after school groups.	Ongoing
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## Monitoring and Evaluation

Area	Any challenges	Proposed resolutions
Quality First Teaching	<p>Managing space for extra Y5 and Y6 groups during proposed building work.</p> <p>Ensuring that Talk for Writing training is rolled out to all support staff to ensure best provision.</p>	<p>Third teachers to offer support in the classroom if other space is temporarily unavailable. New furniture ordered for group room (school budget).</p> <p>EC and one other to deliver training sessions to TAs with particular attention on supporting the class teacher with shared writing.</p>
Targeted support	Time challenges under current or future restrictions (no morning assemblies in the hall as TAs covering break time bubbles).	<p>Interventions to support during morning lesson time and carefully selected afternoon sessions.</p> <p>After school tuition as appropriate.</p>
Wider strategies	<p>Managing time for TAs involved with nurture programmes to fulfil class TA responsibilities and deliver nurture support.</p> <p>Ensuring sufficient expertise to deliver nurture programmes</p>	<p>Make relief TA hours available if required.</p> <p>Provision of high quality CPD Built in supervision opportunity.</p>

## Initial review of last year's aims and outcomes

Aim	Outcome
<p>To ensure a robust remote learning contingency plan is operational for all pupils.</p>	<p>All pupils learning at home either due to national lockdowns or bubble closure (one Y5 bubble December 2020 learnt at home for 2 weeks) had access to robust remote learning plan.</p> <p>Alongside the DFE allocation, school purchased sufficient devices for all children (PP and NPP) to access learning from home.</p> <p>A daily Google Meet introduced and explained the learning for the day. Work was completed and uploaded to the Seesaw learning platform and daily feedback was given.</p> <p>Across the cohorts between 15% and 27% of PP children attended school whilst school was closed to most pupils.</p> <p>Wellbeing phone calls were made to any family requiring emotional support or support for pupil learning.</p> <p>Workbooks were sent home and paper activity packs were available for any child requiring further support.</p>
<p>For gaps in English to be closed. (PIRA tests and early writing assessment to help identify interventions needed, including any catch-up phonics required.)</p>	<p>Ongoing. Assessments - September 2020, March 2021 and June 2021- and results analysed.</p>

<p>For gaps in Maths to be closed. (PUMA tests to help identify gaps in maths.)</p>	<p>Interventions (1:1 reading/phonics/maths intervention groups/shared writing) in place in all year groups.</p> <p>3 teachers in Y5 and Y6 for English and Maths.</p> <p>After school catch-up tuition offered to Y5 pupils May to July 2021 initially.</p> <p>Further tutoring offered from September using ring fenced grant.</p> <p>Combined monitoring (July 2021)  Current Y3 53% - focus on Writing in Y4  Current Y4 44% - focus on Writing and Maths in Y5  Current Y5 31% - focus on Reading, Writing and Maths in Y6</p> <p>Current Y2 PP data to be analysed after Y3 Baseline in September.</p> <p>Next whole school assessment November 2021</p>
<p>Wraparound care to be available for PP pupils if required.</p> <p>To provide emotional support for identified pupils and families.</p>	<p>Breakfast club and after school club offered from March after school reopening to most pupils.</p> <p>33% of Breakfast Club attendance PP(July 2021)</p> <p>5% of After School Club attendance PP(July 2021)</p> <p>PP champion and individual class teachers and TAs in regular phone contact with families needing support</p>



	during lockdown/closure of bubbles and on return to school. School Attendance from 08.03.21 – 07.07.21 PP – 96.37% NPP – 97.41%
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