

# Brackenwood Junior School

*Learning for Life*



## Pupil premium grant expenditure: 2020-2021

Number of pupils and pupil premium grant (PPG) received																																																						
Total number of pupils on roll	247																																																					
Total number of pupils eligible for Free School Meals (Ever 6)	35																																																					
Amount of PPG received per pupil	£1320																																																					
Total amount of PPG received	£46200																																																					
Summary of Support for Last Academic Year (2019-2020)																																																						
<ul style="list-style-type: none"><li>* Weekly, termly and annual prizes awarded in order to incentivize high levels of attendance.</li><li>* Alternative provision programmes to be provided to address areas of low attendance.</li><li>* Thumbs Up Essential Life Skills Programme to be delivered to all pupils in Year 5 and Year 6.</li><li>* Motivational speaker workshop to be delivered to pupils in both Year 5 classes.</li><li>* Mindfulness sessions provided to all classes to educate pupils in regards to mental health.</li><li>* A Safe Zone (Sunshine Room) to be developed and resourced to provide a calm space for children to go to as required.</li><li>* Residential trips, visits and clubs subsidised for all disadvantaged pupils.</li><li>* Conferencing time provided by class teachers (weekly) and teaching assistants (daily) to support specifically identified pupils working below the expected standard.</li><li>* Daily interventions provided to specifically identified pupils working below the expected standard, in order to address gaps in learning.</li><li>* Curriculum subscriptions (MyMaths; Maths of the Day etc)</li><li>* Specialist Music Teacher for 4 hours per week.</li><li>* Access to weekly music tuition</li><li>* SENCO to work with all class teachers to identify and overcome Barriers to Learning for all pupil premium children (1 morning per week)</li></ul>																																																						
Closing the Gap- Headlines from 2019-2020																																																						
There are no data measures for 2019-2020 to evaluate the effectiveness of provision. Results below are from Key Stage assessments taken in May 2019																																																						
End of Key 2 Outcomes for Cohort 2019 (Two pupils who joined the school during Y6 are not included in this data)																																																						
	<table><tr><th></th><th>READING</th><th>NO.</th><th>KS1 APS</th><th>ACHIEVED STANDARD</th><th>HIGHER STANDARD</th><th>STANDARDISED SCORE</th><th>PROGRESS</th></tr><tr><td rowspan="2">READING</td><td>DISADVANTAGED</td><td>12</td><td>15.2</td><td>75%</td><td>8%</td><td>99.7</td><td>-3.2</td></tr><tr><td>OTHER</td><td>45</td><td>15.7</td><td>62%</td><td>20%</td><td>102.0</td><td>-0.3</td></tr><tr><td rowspan="2">WRITING</td><td>DISADVANTAGED</td><td>12</td><td>14.8</td><td>75%</td><td>8%</td><td>100.8</td><td>-0.2</td></tr><tr><td>OTHER</td><td>45</td><td>14.8</td><td>71%</td><td>13%</td><td>101.7</td><td>1.1</td></tr><tr><td rowspan="2">MATHS</td><td>DISADVANTAGED</td><td>12</td><td>16.3</td><td>75%</td><td>8%</td><td>101.7</td><td>-1.6</td></tr><tr><td>OTHER</td><td>45</td><td>16.0</td><td>84%</td><td>24%</td><td>104.2</td><td>1.1</td></tr></table>		READING	NO.	KS1 APS	ACHIEVED STANDARD	HIGHER STANDARD	STANDARDISED SCORE	PROGRESS	READING	DISADVANTAGED	12	15.2	75%	8%	99.7	-3.2	OTHER	45	15.7	62%	20%	102.0	-0.3	WRITING	DISADVANTAGED	12	14.8	75%	8%	100.8	-0.2	OTHER	45	14.8	71%	13%	101.7	1.1	MATHS	DISADVANTAGED	12	16.3	75%	8%	101.7	-1.6	OTHER	45	16.0	84%	24%	104.2	1.1
	READING	NO.	KS1 APS	ACHIEVED STANDARD	HIGHER STANDARD	STANDARDISED SCORE	PROGRESS																																															
READING	DISADVANTAGED	12	15.2	75%	8%	99.7	-3.2																																															
	OTHER	45	15.7	62%	20%	102.0	-0.3																																															
WRITING	DISADVANTAGED	12	14.8	75%	8%	100.8	-0.2																																															
	OTHER	45	14.8	71%	13%	101.7	1.1																																															
MATHS	DISADVANTAGED	12	16.3	75%	8%	101.7	-1.6																																															
	OTHER	45	16.0	84%	24%	104.2	1.1																																															

GPAS	DISADVANTAGED	12		75%	17%	102.3	
	OTHER	45		73%	33%	105.5	
RWM COMBINED	DISADVANTAGED	12		58%			
	OTHER	45		58%			

#### Proportions of Pupils at or above Age-Related Expectations in Years 3 to 5 (2018-2019)

			PROPORTIONS OF PUPILS MEETING AGE RELATED EXPECTATIONS			
		NUMBER	READING	WRITING	MATHS	GPAS
COHORT 2020 CURRENT Y6	Pupil Premium	12	75%	50%	67%	75%
	Other	47	87%	83%	96%	89%
COHORT 2021 CURRENT Y5	Pupil Premium	13	58%	54%	77%	58%
	Other	49	82%	78%	84%	71%
COHORT 2021 CURRENT Y4	Pupil Premium	8	75%	25%	75%	63%
	Other	50	74%	64%	84%	78%

### Main Barriers to Learning for Disadvantaged Pupils (2020-2021)

1. Low levels of attendance and punctuality
2. Social interaction with peers.
3. Resilience, motivation and emotional well-being.
4. Limited cultural experiences.
5. Low cognitive ability.
6. Learning gaps from KS1
7. Reading fluency

### Strategies to Support Disadvantaged Pupils (2019/2020)

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). It is expected that those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and our response will focus on using catch up funding and the pupil premium to address the impact that this will have had on disadvantaged pupils.

The Headteacher and Governors of Brackenwood Junior School have agreed the following strategies and allocation of funds to support disadvantaged children during the academic year 2020/21 as follows:

- Teach a programme of mental health lessons, including bereavement, in all classes upon school reopening.
- Complete baseline assessments to identify closely the gaps in pupils' learning.
- Plan English and Maths curriculums which ensure pupils have covered key curriculum content from last year.
- Put in place daily 1-1 Reading Intervention Map and 3x weekly Reading Wise Phonics support for children as required.
- Put in place Ten a Day Maths Intervention support for specific pupils as required.
- Engage parents of pupils who are further behind to discuss additional home-school work support packages. (Ten Minute Maths Homework Booklets, Ten a Day, Reading Wise etc)
- Put additional homework programmes into place.
- Use catch up funding to purchase 12 new IPADS, allowing children to access Reading Wise in class daily.
- Use catch up and pupil premium funding to bring in additional staff (0.6 teacher, TA1 and TA2) in order to expand capacity for pupil support.
- Use DFE Laptop scheme to provide laptops for disadvantaged pupils with no online access at home.
- Provide all pupils with access to Google Classrooms and ensure the platform is used to provide pupils required to self-

isolate with up to date curriculum work.

Where there are cost implications to the above strategies, these elements have been costed individually to ensure that Pupil Premium funding is ring-fenced to provide the strategies listed above.

### **Statement of Intent**

Brackenwood Junior School is committed to ensuring that provision is made for socially disadvantaged children so that rates of progress and attainment are similar to those made by their peers. With this in mind, Brackenwood Junior School will:

- \* Create and agree with governors a clear and concise annual spending plan and policy to ensure that pupil premium funding remains ring-fenced and targets the right group of pupils for maximum impact.
- \* Keep governors thoroughly informed of subsequent decisions and evaluations through termly reports which evaluate every aspect of the funding and the impact it is having.
- \* Identify our most disadvantaged pupils.
- \* Identify reasons why pupils from this target group are underachieving and take steps to remove potential barriers to learning
- \* Identify hardest to reach families of children within the target group and take steps to improve links with the school, attendance and behavioural issues
- \* Carry out research into how other schools are using pupil premium funding and identify activities and interventions which have the most impact on raising achievement
- \* Ensure teachers and support staff are aware of the pupil premium children in their class, and that their work shows they are receiving clear and useful feedback about how to improve it.
- \* Monitor the experience of these children in class and take steps to ensure their needs are met.
- \* Monitor the impact of intervention groups to ensure they are improving attainment and take steps to address the needs of children where attainment remains slow
- \* Ensure data is used to drive pupil progress meetings and devise action plans on a termly basis to make any necessary adjustments accordingly to provision
- \* Report termly on the allocation of funding and the impact that each aspect of the spending is having on children in the target group

REVIEW OF SPENDING PLAN: JULY 2021