

# Brackenwood Junior School

*Learning for Life*



## Pupil premium grant expenditure: 2017-2018

Number of pupils and pupil premium grant (PPG) received					
Total number of pupils on roll	240				
Total number of pupils eligible for Free School Meals (Ever 6)	45				
Amount of PPG received per pupil	£1380				
<b>Total amount of PPG received</b>	<b>£62100</b>				
Summary of Support for Last Academic Year (2016-2017)					
<ul style="list-style-type: none"><li>* Two members of staff provided 1-1 Phonics and Maths Support sessions for 16 children across Years 3 and 4</li><li>* One Level 4 Teaching Assistant received 1 ½ afternoons conferencing time to support pupils in Y6 (Maths)</li><li>* One Level 3 Teaching Assistant received two afternoons conferencing time to support pupils in Y5 (Writing / Maths)</li><li>* DHT provided Reading Booster groups for one morning for children in Y6</li><li>* UP3 teacher provided booster Reasoning lessons for one morning for children in Y6.</li><li>* Class teachers received one hour of 1-1 conferencing time per week to support specifically targeted pupils.</li><li>* Two Level 2 Teaching Assistants provided 3 x weekly 1-1 reading support with specifically targeted children in Years 3 to 6</li><li>* All classes received teaching assistant support for all English and Maths lessons</li><li>* Specialist Music and Modern Foreign Language Teachers provided Curriculum enrichment</li><li>* Orrett's Meadow outreach for individual pupils in Maths (throughout the school).</li><li>* Wordsmith English Scheme purchased and training provided</li><li>* Online subscriptions to Mathletics and Spellodrome purchased</li><li>* Residential trips subsidised and opportunities for assistance with costs for other trips for specifically targeted children</li><li>* Extended schools project worker to provide support and mentoring programmes for individual children</li></ul>					
Closing the Gap- Headlines from 2016-2017					
<b><u>End of Key 2- Cohort 2017 Using Benchmarked Starting Points. National Figures in Brackets. One pupil premium child was disapplied from the tests and has not been included in this data.</u></b>					
READING	KS1 APS	ACHIEVED STANDARD	HIGHER STANDARD	STANDARDISED SCORE	PROGRESS
PUPIL PREMIUM (14 CHILDREN)	15.4	71% (59%)	14% (14%)	102.5 (101.3)	-0.4
OTHER (48 CHILDREN)	15.6	73% (77%)	25% (29%)	103.1 (105.3)	-0.6
WRITING	KS1 APS	ACHIEVED STANDARD	HIGHER STANDARD	STANDARDISED SCORE	PROGRESS
PUPIL PREMIUM (14 CHILDREN)	14.7	50% (65%)	0% (10%)	97.0	-3.9
OTHER (BJS) (48 CHILDREN)	15.6	65% (81%)	13% (21%)	99.5	-2.0

MATHS	KS1 APS	ACHIEVED STANDARD	HIGHER STANDARD	STANDARDISED SCORE	PROGRESS
PUPIL PREMIUM (14 CHILDREN)	15.4	64% (63%)	7% (13%)	102.1 (101.6)	-0.8
OTHER (48 CHILDREN)	16.1	75% (80%)	21% (27%)	103.3 (105.2)	-0.5

GPAS	ACHIEVED STANDARD	HIGHER STANDARD	STANDARDISED SCORE
PUPIL PREMIUM (15 CHILDREN)	60%	0%	102.6
OTHER (BJS) (48 CHILDREN)	73%	29%	104.9

### Proportions of Pupils At or Above Age-Related Expectations in Years 3 to 5

#### COHORT 2020 (YEAR 3 2016-2017)

		NUMBER	END OF KEY STAGE 1		END OF YEAR 3	
			SCALED SCORE	KS1 ARE %	SCALED SCORE	ARE %
READING	Pupil Premium	12	100.8	55%	101.1	58%
	Other	50	103.3	68%	107.9	74%
WRITING	Pupil Premium	12		33%		50%
	Other	50		52%		73%
MATHS	Pupil Premium	12	98.3	42%	103.3	67%
	Other	50	103.6	68%	112.0	84%

#### COHORT 2019 (YEAR 4 2016-2017)

		NUMBER	END OF KEY STAGE 1		END OF YEAR 4	
			KS1 APS	KS1 ARE %	SCALED SCORE	ARE %
READING	Pupil Premium	9	15.4	89%	102.0	78%
	Other	50	16.3	78%	104.3	70%
WRITING	Pupil Premium	9	15.7	78%		75%
	Other	50	15.3	76%		80%
MATHS	Pupil Premium	9	15.9	67%	105.2	67%
	Other	50	16.3	73%	108.1	78%

#### COHORT 2018 (YEAR 5 2016-2017)

		NUMBER	END OF KEY STAGE 1			END OF YEAR 5	
			KS1 APS	SCALED SCORE	ARE %	SCALED SCORE	ARE %
READING	Pupil Premium	13	12.3	87.9	45%	89.4	22%
	Other	46	16.1	105.1	98%	110.4	86%
WRITING	Pupil Premium	13	10.8		55%		8%
	Other	46	15.6		98%		81%
MATHS	Pupil Premium	13	13.3	87.1	82%	95.2	38%
	Other	46	16.2	97.0	100%	113.9	76%

## Planned Nature of support for 2017/2018

The headteacher and governors of Brackenwood Junior School have allocated funds to support pupil premium children during the academic year 2016/17 as follows:

### Staffing:

- \* TA3 to provide Orrets Maths sessions for four pupils (3 afternoons per week)
- \* TA3 to provide Orrets Maths sessions for eight pupils (4 afternoons per week)
- \* TA3 to provide Orrets English sessions for four pupils (3 afternoons per week)
- \* TA3 to provide Phonics support to identified children in Years 3 and 4 (2 afternoons per week)
- \* Two TA2s to provide 1-1 reading support for 6-8 non-fluent readers in Years 3 and 4 (5 afternoons per week)
- \* TA3 to provide individual conferencing sessions for children in Years 5 and 6 (5 afternoons per week)
- \* TA4 to provide individual conferencing sessions for children in Year 6 (1 afternoon per week)
- \* UP2 teacher to release class teachers on rotation for one lesson per week for Pupil Premium conferencing
- \* UP2 teacher to release class teachers on eight-week rotation for whole day to focus on needs of pupil premium.
- \* Class teachers to receive one hour of 1-1 conferencing time per week to support specifically targeted pupils.
- \* All classes to receive teaching assistant support for all English and Maths lessons
- \* Specialist Modern Foreign Language Teacher for 4 hours per week.
- \* Specialist Music Teacher for 4 hours per week.
- \* Extended Schools Project worker employed for one day per week.
- \* SENCO to work with all class teachers to identify and overcome Barriers to Learning for all pupil premium children (1 morning per week)

### Summary of Interventions To Be Provided:

- \* Orrett's Meadow Maths
- \* Orrets Meadow English
- \* English Phonics Support
- \* Daily reading support for non-fluent readers
- \* Conferencing sessions

### CPD

- \* Strategies for improving Boys' Writing

### Resources

- \* Online subscriptions to My Maths

### Curriculum Enrichment

- \* Specialist Modern Foreign Language teacher to provide high quality French and Spanish tuition in Years 3 to 6
- \* Specialist music teacher for four afternoons per week to deliver high quality music provision across all year groups
- \* Residential trips subsidised and opportunities for assistance with costs for other trips for specifically targeted children

### Social and Behavioural Development:

- \* Extended schools project worker to provide support and mentoring programmes for individual children
- \* Cognitive Behavioural Therapist employed to provide coping strategies for individual pupils

(precise costings of each element are contained within a different document)

## 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