

# Brackenwood Junior School

*Learning for Life*



## Pupil premium grant expenditure: 2013-14

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	235
Total number of pupils eligible for PPG	45
Amount of PPG received per pupil	£1200
<b>Total amount of PPG received</b>	<b>£54,000</b>
Summary of Support for 2012-2013	
<ul style="list-style-type: none"> <li>* Subscriptions to Mathletics and Spellodrome</li> <li>* Access to Orret's Meadow Outreach</li> <li>* Subsidised whole class music lessons</li> <li>* Subsidised after-school sports clubs</li> <li>* Implementation of Freshstart intervention for Literacy in Years 5 and 6</li> <li>* Employment of additional teaching assistant to support in Y4</li> <li>* Employment of additional teacher to reduce group sizes in Y3</li> <li>* Creation of TA4 post to reduce group sizes and offer booster group Maths in Y5 and 6</li> <li>* Targetted one-to-one tuition for PPG pupils in Years 5 and 6 for Maths</li> </ul>	
Closing the Gap- Headlines from 2012-2013	
<p><b>End of Key Stage 2 Results:</b></p> <ul style="list-style-type: none"> <li>* There is still an achievement gap between pupil-premium and non-pupil premium children in the school which school leaders will continue to focus on closing.</li> <li>* Pupil-premium children at the school performed better than pupil-premium children nationally in 2013 in reading, writing and maths.</li> <li>* The achievement gap between pupil-premium children in the school and <b>non pupil-premium children nationally</b> has closed significantly in many areas:</li> </ul> <p><b>Reading</b></p> <p>Percentage of Pupils achieving Level 4+</p> <p>Percentage of Pupils achieving Level 5</p> <p>Percentage of Pupils making at least 2 levels progress across the key stage</p> <p><b>Writing</b></p> <p>Percentage of Pupils achieving Level 4+</p> <p>Percentage of Pupils making at least 2 levels progress across the key stage</p> <p><b>Maths</b></p> <p>Percentage of Pupils achieving Level 4+</p> <p>Percentage of Pupils achieving Level 5</p> <p>Percentage of Pupils making at least 2 levels progress across the key stage</p> <p><b>Reading, Writing and Maths Combined</b></p> <p>Percentage of Pupils achieving Level 4+</p> <ul style="list-style-type: none"> <li>* School leaders wish to focus on increasing the proportions of pupil premium children achieving Level 5 in Reading and Writing as these represent areas where the largest achievement gaps are evident.</li> </ul> <p><b>Progress and Attainment of Pupils in Years 3-5</b></p> <p>While it is still too early to fully assess the impact of pupil premium spending on children in Years 3 to 5, there are indications that some impact is beginning to be seen. However, the school is keen to establish that some strategies are designed to impact on all pupils (not just those</p>	

entitled to pupil premium funding), while other strategies are likely to have a gradual impact on some pupils over longer periods of time. The table below compares percentages of pupil premium and non-pupil premium children making better than expected progress in reading, writing and maths during the academic year 2012-2013.

\* Pupil-Premium children are performing well in comparison to Non Pupil-Premium children in:

Year 3- Reading and Maths

Year 4- Reading

Year 5- Writing

Year 6- Writing

\* Pupil-Premium children are performing less well in comparison to Non Pupil-Premium children in:

Year 3- Writing

Year 5- Reading

Year 6 Reading

\* Pupil Premium children and Non Pupil-Premium children are performing equally well in:

Year 4- Writing and Maths

Year 5- Maths

Year 6- Maths

\* School leaders will focus on addressing achievement gaps in writing (Y3) and Reading (Y5 and Y6)

## Nature of support for 2013/14

The headteacher and governors of Brackenwood Junior School have allocated funds to support pupil premium children during the academic year 2013/2014 as follows:

### Staffing:

\* Retain Level 3 teaching assistant for the next academic year.

\* Continue to fund Level 4 TA for 4 mornings to provide booster maths programmes in Y5 and Y6 and help to reduce group sizes

\* Retain the additional teacher on 17.5 hours per week for the next academic year to reduce group sizes in Year 4.

### One-to-One Tuition

\* Employ two one-to-one tutors for five hours per week to provide one-to-one tuition for pupil premium children (targeting maths and reading in Y5 and Y6, and writing in Y3 and Y4)

\* Provide access to Orret's Meadow outreach to support children in Literacy

### Curriculum Enrichment

\* Employ a specialist Modern Foreign Language teacher to provide high quality French and Spanish tuition in Years 4,5 and 6

\* Employ a specialist music teacher for one afternoon per week

\* Subsidise after-school clubs and Music tuition

\* Subsidise whole-class music lessons for Year 4 children

**Booster Groups:** Continue to provide Freshstart to support Literacy development of identified children in Y5 and Y6

**Resources:** Purchase a range of resources which will enhance children's learning throughout the curriculum in all Year groups (visualisers, IPADS, IPODS, kindles, maths resources, musical instruments, 2 smartboards)

**Non-Academic:** Employ the service an extended schools project worker to provide support and mentoring programmes for individual children

## 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