

Brackenwood Junior School

Learning for Life



Pupil premium grant expenditure: 2014-2015

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	235
Total number of pupils eligible for PPG (January Census 2014)	51
Amount of PPG received per pupil	£1300
Total amount of PPG received	£66 300
Summary of Support for 2013-2014	
<ul style="list-style-type: none"> * Level 3 teaching assistant subsidised to deliver Orrett's Meadow Intervention programme for 3 days per week. * Level 4 teaching assistant subsidised for 4 mornings per week to provide booster maths programmes in Y5 and Y6 and to reduce class sizes in these year groups. * Additional teacher subsidised for 17.5 hours per week to reduce teaching group sizes in Year 4 and help to address the wide attainment gaps in this year group. * Two one-to-one tutors subsidised 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) * Specialist Modern Foreign Language teacher subsidised to provide high quality French and Spanish tuition in Years 4,5 and 6 * Specialist music teachers subsidised to provide high quality music teaching in Y5 and 6. * Wider opportunities music scheme subsidised to provide weekly whole-class music lessons for Year 4 children. * After school clubs subsidised making these free to attend for all children. * Freshstart delivered to support Literacy development of identified children in Y5 and Y6 * Extended schools project worker subsidised to provide support and mentoring programmes for individual children where needed. * Ongoing subscriptions to Mathletics and Spellodrome 	
Closing the Gap- Headlines from 2013-2014	
<p>1. End of Key Stage 2 (Cohort 2014)</p> <p>School leaders have made comparisons between the attainment and progress of pupil premium children at the school and all other pupils nationally. Areas where attainment and progress of Pupil Premium children compare favourably to attainment and progress of all other pupils nationally include:</p> <p>The Proportion of Pupil Premium Children:</p> <ul style="list-style-type: none"> * attaining Level 4+ in Reading. * making expected progress in Reading. * exceeding expected progress in Reading * attaining Level 4+ in Writing * attaining Level 5+ in Writing. * making expected progress in Writing * exceeding expected progress in Writing * making expected progress in Maths <p>Areas where attainment and progress of pupil premium children compare less favourably to attainment and progress of all other pupils nationally include:</p> <p>The Proportion of Pupil Premium Children:</p> <ul style="list-style-type: none"> * attaining Level 5+ in Reading * attaining Level 4+ in Maths * attaining Level 5+ in Maths * making better than expected progress in Maths 	

Three Year Trend:

Three year trends show that:

- * the attainment gap between pupil premium children and other pupils in the school is closing in reading and writing.
- * the attainment gap is also closing between pupil premium children at the school and all other children nationally in writing.
- * the attainment gap between pupil premium children in the school and all other children nationally in Maths widened this year after three years of seeing the gap close dramatically.

2. Progress and Attainment of Pupils in Years 3-5

Successes:

READING: High proportions of Pupil Premium children throughout the school are on track to make 2 levels progress in reading (Year 6 = 91%; Year 5 = 92%; Year 4 = 100%). The attainment gap has closed throughout the key stage for children currently in Year 6.

WRITING: High proportions of Pupil Premium children in Y6 and Y5 are on track to make 2 levels progress in writing (Year 6 = 91%; Year 5 = 92%). The attainment gap has closed throughout the key stage for children currently in Year 6.

MATHS: High proportions of Pupil Premium children in Y4, 5 and 6 are on track to make 2 levels progress in Maths (Year 4 = 100%; Year 5 = 100%, Year 6 = 91%)

Areas for Development:

READING: Current Year 5 pupil premium children are making slower progress in reading than other children in the year group.

WRITING: Current Year 5 pupil premium children are making slower progress in writing than other children in the year group. 75% of current Year 4 children are on track to make 2 levels progress in Writing compared to 84% of other pupils in the year.

MATHS: The attainment gap for Maths in Year 6 has widened slightly. The attainment gap remains wide in Year 5 despite similar rates of progress from both groups. The attainment gap has widened slightly in Year 4.

School Development Priorities:

- * Ensure pupil premium children are supported with their writing in Year 4.
- * Ensure pupil premium children in Year 5 (Cohort 2016) are supported in order to close the attainment gap in reading and writing.
- * Ensure pupil premium children in all year groups have access to the support they need in Maths in order to close attainment gaps between pupil premium children and other children in Maths for all year groups.
- * Take steps to increase the number of pupil premium children attaining Level 5 in Reading and Maths by the end of the key stage.

Nature of support for 2014/15

The headteacher and governors of Brackenwood Junior School have allocated funds to support pupil premium children during the academic year 2014/2015 as follows:

Staffing:

- * Subsidise an additional teacher for 17.5 hours per week for the next academic year to teach in Year 5 in order to close the attainment gap and accelerate progress for pupil premium children in reading, writing and maths.
- * Subsidise a Level 4 Teaching Assistant for 4 mornings to provide booster maths programmes in Y5 and Y6, helping to reduce group sizes for all pupil premium children in these year groups, in order to close the attainment gap.
- * Subsidise two additional tutors for 1-1 / paired and small group tuition to provide additional maths and reading support.

Intervention

- * Provide access to Orrett's Meadow outreach to support children in Literacy.
- * Provide access to Get Writing for targeted children in Y3 and Y4.
- * Provide access to Freshstart for targeted children in Y5 and Y6.
- * Provide additional daily reading support for targeted children in Y4, Y5 and Y6.
- * Provide booster group maths intervention for targeted children in Y5 and Y6.
- * Provide Mission Maths intervention for children in Y5.
- * Provide the Numeracy Support Programme for targeted children in Y3 and Y4.
- * Subsidise 1-1 conferencing time for teachers and teaching assistants to provide additional support for targeted children.

CPD

- * Provide high quality Maths training for all staff, resulting in a better understanding of how to develop conceptual understanding in children of lower mathematical ability.

Resources

Invest heavily in a range of mathematical resources to provide concrete and visual support for children in Maths.

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 three afternoons per week to deliver high quality music provision across all year groups
- * Subsidise residential trips

Social and Behavioural Development:

- * 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