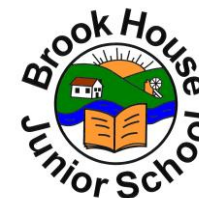




Brook House Junior School Pupil Premium Strategy Statement



| 1. Summary information | | | | | |
|--|---------------------------|---|---|---|-------------------------|
| School | Brook House Junior School | | | | |
| Academic Year | 2016/17 | Total PP budget (as of January census 2016) | £59,560 | Date of most recent PP Review | N/A |
| Total number of pupils (as of September 2016) | 334 | Number of pupils eligible for PP (as of January census 2016) | 35 (18 FSM, 12 Ever 6, 2 adopted from care, 3 service children) | Date for next internal review of this strategy | End of autumn term 2017 |
| | | Number of pupils eligible for PP (as of September 2016) | 44 (21 FSM, 20 Ever 6, 1 adopted from care, 2 service children) | | |

| 2. Current attainment (based on 2015-16 end of year data) | | |
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| | <i>Pupils eligible for PP (your school) (national average)</i> | <i>Pupils not eligible for PP (national average)</i> |
| 2014-15 (11 pupils) | | |
| % achieving Level 4 or above in Reading | 100% (83%) | 97% (92%) |
| % achieving Level 4 or above in Writing | 100% (79%) | 97% (90%) |
| % achieving Level 4 or above in Maths | 89% (80%) | 90% (90%) |
| % making at least 2 levels of progress in Reading | 100% (2 levels) 18% (3 levels) | 95% (92%) (2 levels) 32% (33%) (3 levels) |
| % making at least 2 levels of progress in Writing | 91% (2 levels) 9% (3 levels) | 95% (94%) (2 levels) 33% (36%) (3 levels) |
| % making at least 2 levels of progress in Maths | 91% (2 levels) 27% (3 levels) | 86% (90%) (2 levels) 30% (34%) (3 levels) |
| 2015-16 (13 pupils) | | |
| % achieving 'At expected' or 'Greater depth' in Reading | 54% | 65% (66%) |
| % achieving 'At expected' or 'Greater depth' in Writing | 64% | 85% (74%) |

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| % achieving 'At expected' or 'Greater depth' in Maths | 29% | 61% (70%) |
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3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

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| A. | Fewer children eligible for PP achieved the national standard in Maths and Reading than in Writing. |
| B. | Children eligible for PP have not made the same level of progress in Maths and Reading as in Writing, largely due to conceptual issues in maths, reading comprehension and limited, wider vocabulary. |
| C. | Very few children eligible for PP achieved greater depth in Reading, Writing or Maths at the end of 2016. (Reading 7%, Writing 7%, Maths 0%) |

External barriers (issues which also require action outside school, such as low attendance rates)

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| D. | Attendance rates for pupils eligible for PP were 95.28% (below the target for all children of 97%) at the end of 2016. This reduces their chances of making expected progress and achieving national standards. |
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4. Outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|-----------|---|---|
| A. | More children eligible for PP achieve the national standard in Maths than previous year. | <ul style="list-style-type: none"> At least 80% of children in receipt of PP achieve the national standard in maths. Children eligible for PP achieve above 'others' nationally. 100% of children eligible for PP make expected progress. Maths mastery teaching and principles are established within the teaching of maths, with 100% of observed lessons at least good. |
| B. | More children eligible for PP achieve the national standard in Reading than previous year. | <ul style="list-style-type: none"> At least 75% of children in receipt of PP achieve the national standard in Reading. Children eligible for PP achieve above 'others' nationally. 75% of children eligible for PP make expected progress. New approach to teaching Reading (from Literacy specialist) to be embedded across school with 100% of observed lessons at least good. |
| C. | Children eligible for PP and their parents become actively engaged at home and school in Reading and Maths and develop the resilience needed to give and act upon effective peer to peer feedback. Parents are more knowledgeable about their children's learning and their next steps for progression. | <ul style="list-style-type: none"> Achievement in Reading and Maths improves with at least 80% of children in receipt of PP achieving national standard. 100% of children in receipt of PP to access Mathematics either at school (in additional booster groups) or at home. 100% of parents of children targeted to be given additional information regarding Mathematics and how they can support their child further at home. |
| D. | Increased attendance rates for pupils eligible for PP. | <ul style="list-style-type: none"> Overall attendance for children eligible for PP has reached a minimum rate of 96%. Any child in receipt of PP whose attendance drops below 90% receives instant support and monitoring from the senior |

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| | | <p>attendance officer at MAST.</p> <ul style="list-style-type: none">• Persistent absence level of children in receipt of PP in be monitored closely. |
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| 5. Planned expenditure | | | | | |
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| Academic year | | 2016/17 | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| A. More children eligible for PP achieve the national standard in maths than previous year. | Maths mastery approaches embedded throughout school, including use of additional Maths-no problem textbooks, deeper learning activities and resources from Focus, pre-teaching and maths meetings (maths wall to build fluency). Staff accessing roadmap to mastery CPD. Reorganisation of Maths sets (Whole class in Y3, Set 2/3 and Set 1 IN Y4, Y5 and Y6) | Evidence suggests that mastery learning approaches are effective, leading to an average additional five months' progress over the course of a school year compared to traditional approaches. Mastery teaching is recommended in the new national curriculum for maths by the DfE. The Concrete-Pictorial-Abstract approach used in mastery teaching is based upon this theory. (John Hattie in 'Visible Learning'). | <ul style="list-style-type: none"> Roadmap to mastery CPD through the SY Maths Hub. White Rose Maths Hub MTPs used throughout school to ensure progression of mastery. NCETM resources and Maths – No problem textbooks integral to planning, teaching and learning of maths. Regular monitoring of planning and teaching by maths leader. Planning support given to specific teachers from maths leader. | SS | Half termly |
| | Regular staff meetings/Coaching and Mentoring where necessary/INSET delivered by AHT to improve quality of teaching in maths for children in receipt of PP. | Coaching is highly recommended by the national college of teaching and is a development aspect of NPQSL. Since the introduction of Coaching and Mentoring we have seen almost all teaching become good or better in school and it has increased the % of outstanding teaching. Unfortunately, due to the absence of our Deputy Headteacher, the opportunities for Coaching and Mentoring have been limited this term. | <ul style="list-style-type: none"> Additional INSET/Staff meeting training delivered, hand-outs provided and improvements monitored through lesson observations and work scrutinies. All coaching linked to specific targets/feedback given to teachers. | SS MH | Termly |

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| B. Improved rates of progress in reading for pupils eligible for PP. | English mastery to be researched and developed through consultation with FoS and external consultant research group. | See Mastery (A) section above. | <ul style="list-style-type: none"> Literacy Leader to attend half termly research groups with external consultant and feedback to staff. Literacy Leader to monitor new approaches and provide feedback to staff. | LA MG MH YB (when she returns) | Half termly |
| | Teacher Research Groups (TRGs) established within FoS to discover attitudes to reading and the most effective methods of teaching comprehension and language. Staff CPD with Teresa Heathcote around the teaching of reading comprehension. | Research states that, on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. | <ul style="list-style-type: none"> All staff to attend training. Literacy leaders to conduct pupil voice and TRGs, feeding back to staff. Literacy leaders to monitor use of newly developed strategies through guided reading drop in sessions SPAG drop in sessions. | LA MG MH YB (when she returns) | Termly |
| Total budgeted cost | | | | | £11,865 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |

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| <p>A. More children eligible for PP achieve the national standard in maths than previous year.</p> | <p>Targeted children receive additional support using the First Class @ Number intervention in Y3 and Mathletics across school.</p> <p>Additional booster groups provided by class teachers and L3 TAs to target specific PP children in class and act upon gaps in learning.</p> | <p>Research from Edge Hill University and the Every Child Counts programme show that over 45,000 children in Years 1 to 11 have been supported by 1stClass@Number in 3,500 schools.</p> <ul style="list-style-type: none"> • They made an average Number Age gain of 12 months in only 3.5 months - over 3 times the expected progress. • 93% of them showed more confidence and interest in learning mathematics in class after 1stClass@Number. Mathletics has had a proven impact in schools winning the BETT International Digital Education Resource awards in 2015 and 2016. Additional booster groups for Maths in Y6 every Monday afternoon. Additional Maths lesson each week for Y6 pupils. The Big Maths intervention programme is used by a range of schools across Sheffield and is well-regarded. | <ul style="list-style-type: none"> • Provision mapping created for Y3-Y6 in regard to additional maths support and intervention. • Additional booster sessions for Y6 children • Parents informed by class teachers • TA receive appropriate training • TA timetables set accordingly • Data analysed by Maths leader regularly and additional leadership time given for this. • Regular support given to delivering TAs. • Whole school training in use of Mathletics • Mathletics usage monitored by class teachers and Maths leader. • Mathletics success celebrated in weekly assembly and through Mathletics display. | <p>SS Y6 staff TAs (CG – 1st Class @ Number TA lead)</p> | <p>Termly</p> |
| <p>B. Improved rates of progress in reading for pupils eligible for PP.</p> | <p>Additional booster groups provided by class teachers and L3 TAs to target specific PP children in class and act upon gaps in learning.</p> | <p>School strategically using its most qualified resource (Teachers, L3 TA's) to teach our most vulnerable children. Mixture of Targeted text and question books to be used alongside reading strategies picked up from Literacy consultant CPD that all teachers have had input on . Half termly evaluations of impact for individual children targeted.</p> | <ul style="list-style-type: none"> • Provision mapping created. • Parents informed by class teachers • TA receive appropriate training • TA timetables set accordingly • Data analysed by PP Champion and Inclusion Leader regularly and additional leadership time given for this. • Regular support given to delivering TAs. | <p>Inclusion Leader and PP Champion</p> | <p>Termly</p> |
| Total budgeted cost | | | | | <p>£43,110</p> |
| <p>iii. Other approaches</p> | | | | | |
| <p>Desired outcome</p> | <p>Chosen action / approach</p> | <p>What is the evidence and rationale for this choice?</p> | <p>How will you ensure it is implemented well?</p> | <p>Staff lead</p> | <p>When will you review implementation?</p> |

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| <p>A. More children eligible for PP achieve the national standard in maths than previous year.</p> | <p>All children, including those in receipt of PP have access to Mathletics to practise mental maths skills and fluency at home and school. I pads used by class teachers for PP children to access Mathletics.</p> | <p>Research states that, overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months). Feedback from parents regarding Mathletics has been very positive.</p> | <ul style="list-style-type: none"> All children in school have a Mathletics account created for them by our maths leader. Parents made aware of the programme and encouraged to access at home. Parents workshops delivered in January. Maths leader to monitor usage and impact on mental maths skills. though maths will drop in and pupil voice checks. | <p>SS</p> | <p>Termly</p> |
| <p>B. Improved rates of progress in reading for pupils eligible for PP.</p> | <p>Redevelop the library to allow greater access to a wide range of free reading materials for home and school.</p> | <p>A learning space is needed in school which will be able to promote access to reading and a love of reading,, oral language interventions and additional guided reading sessions.</p> | <ul style="list-style-type: none"> Library timetabled for use for interventions. Literacy leader to monitor and encourage access. Reading areas supplemented with texts from library. | <p>LA MG MH YB (when she returns)</p> | <p>Termly</p> |
| <p>C. Increased attendance rates for pupils eligible for PP.</p> | <p>Re-boot school approach to celebrating and monitoring attendance. We will reward good/outstanding attendance in 4 main ways across the school year. The stages will be:</p> <ul style="list-style-type: none"> Weekly Half-termly Termly Yearly | <p>We can't improve attainment for children if they aren't actually attending schools.</p> | <ul style="list-style-type: none"> See attached Attendance overview for rewards. We (admin) will email parents every half term with a 'set letter' informing them of their child's attendance so far that term (and overall attendance). There will be 4 'set letters' that will be used. One will be a 'congratulations letter' for children with 100% attendance. The second will be a 'well done letter' for children with 97% - 99.9% attendance. The third will be an 'improvement required letter' for children with 92% - 96.9% attendance. The final letter will be a 'cause for concern letter' for children below 92%. The children given a 'cause for concern letter' will be monitored closely and action will be put in place so that their attendance improves. | <p>SS MH YB (when she returns)</p> | <p>Termly</p> |
| <p>Total budgeted cost</p> | | | | | |

| 6. Review of expenditure | | | | |
|--------------------------------|------------------------|--|--|------|
| Academic Year | | 2016-17 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| | | | | |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| | | | | |
| iii. Other approaches | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our school also uses other budget areas to provide support for children in receipt of PP in the following ways:

| Summary of Spending | Approximate Amount (£) |
|--|-----------------------------|
| Booster groups for children in all year groups through additional support in Y3, Y4, Y5 and Y6 | 14,640 |
| After school booster groups Y5, reading, writing and maths. | 11,970 |
| Before school booster groups | 3,800 |
| New tracker (Target Tracker) with more detailed tracking of interventions and PP | 1,250 |
| Additional teacher led 1:1 sessions to boost progress in reading and maths | 10,420 |
| 1:1 Speech and language support | 760 |
| Acceleread programme before school and during school | 2,280 |
| Additional funding to support trips for PP children | 860 |
| Supporting parents for residential trips in Y5 and Y6 | 1,200 |
| ICT based support programmes including: SPAG and Test Base and purchase of iPads to enhance learning opportunities. | 3,975 |
| Learning Support Training | 1,695 |
| First Class in Number Training | 650 |
| Coaching and Mentoring teachers | 1,650 |
| Additional member of SLT for term 1 2016 to provide support in and intervention identification for children in Year 3. | 4,990 |
| Calculations for some items have been calculation as a % of total cost to match % of PP children | Total £59,560 |