

Brook House Junior School

Pupil Premium Strategy Statement

1. Summary information					
School	Brook House Junior School				
Academic Year	2017/18	Total PP budget (as of January census 2016)	£58 080 + £500 (LAC)	Date of most recent PP Review	N/A
Total number of pupils (as of September 2016)	326	Number of pupils eligible for PP (as of January census 2017)	42 (FSM = 19, Service children = 3, LAC = 1, Ever 6 = 19)	Date for next internal review of this strategy	End of autumn term 2018
		Number of pupils eligible for PP (as of September 2017)	44 (FSM = 13, Service children = 1, LAC = 1, Ever 6 = 29)		

2. Current attainment		
	<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%)
% achieving 'At expected' or 'Greater depth' in Maths	29%	61% (70%)

2016-17 (7 pupils)		
% achieving 'At expected' or 'Greater depth' in Reading	29% (2 pupils)	69% (71%)
% achieving 'At expected' or 'Greater depth' in Writing	43% (3 pupils)	86% (76%)
% achieving 'At expected' or 'Greater depth' in Maths	71% (5 pupils)	79% (75%)

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)

A.	Last year, fewer children eligible for PP achieved the national standard in Reading and Writing than in Maths.
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 0%, Writing 14% (1 pupil), Maths 0%)

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

D.	Last year, attendance rates for pupils eligible for PP were 95.28% (below the target for all children of 97%) at the end of 2017. This reduces their chances of making expected progress and achieving national standards.
-----------	--

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 and greater depth in Maths than previous year.	PP eligible pupils in Y6 are targeted and expectations are raised in order that an increasing number of these pupils attain at expected standard and greater depth in Maths. (No discernible gaps between those eligible for PP and those not.)
B.	More children eligible for PP achieve the national standard and greater depth in Reading and Writing than previous year.	PP eligible pupils in Y6 are targeted and expectations are raised in order that an increasing number of these pupils attain at expected standard and greater depth in Reading and Writing. (No discernible gaps between those eligible for PP and those not.)
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.	100% of Y6 children in receipt of PP to access Athletics either at school (in additional booster groups) or at home. 100% of parents of children targeted to be given additional information regarding Athletics and how they can support their child further at home with Reading.
D.	Increased attendance rates for pupils eligible for PP.	Overall attendance for children eligible for PP has reached a minimum rate of 96%. Any child in receipt of PP whose attendance drops below 92% receives instant support and monitoring from the senior attendance officer at MAST. Persistent absence level of children in receipt of PP in be monitored closely.

5. Planned expenditure					
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/greater depth 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 (2 x Set 2/3 and 1 x Set 1 across school).	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. 	MH SS SW YB	Half termly
	Regular staff meetings/Coaching and Mentoring (where necessary)/INSET delivered by AHT/Maths leader 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. Coaching and mentoring to be developed across school.	<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. 	MH SS SW YB	Termly
B. More children eligible for PP achieve the national standard/greater depth in reading and writing than	English mastery to be researched and developed through consultation with Family of Schools (FoS) and external consultant research group (led by Teresa Heathcote)	The school has a strong relationship with Teresa Heathcote who acts as a consultant within the (FoS) and across the city.	<ul style="list-style-type: none"> Teresa's sessions are planned in consultation with SLT in order that objectives match those on the school development plan. Regular monitoring of planning and teaching by literacy leader. Planning support given to specific teachers from literacy leader. 	MH SS MG YB	Half termly

previous year.	Regular staff meetings/Coaching and Mentoring (where necessary)/INSET delivered by DHT/Literacy leader to improve quality of teaching in Reading/Writing 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. Coaching and mentoring to be developed across school.	<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. 	MH SS MG YB	Termly
Total budgeted cost					£30 251.17
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?
A. More children eligible for PP achieve the national standard/greater depth in maths than previous year.	Targeted children receive additional support using the First Class @ Number intervention in Y3 and Mathletics across school. Additional booster groups provided by class teachers and/or L3 TAs/HLTAs to target specific children in class and act upon gaps in learning.	Same day intervention used to target (PP) children who underachieve in lessons and require additional support. 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 (led by SS and KC) every Tuesday afternoon.	<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. 	SS Y6 staff (KC – HLTA)	Termly

<p>B. More children eligible for PP achieve the national standard/greater depth in reading and writing than previous year.</p>	<p>*Deployment of SENco/DHT (First class @ Writing, Project X, Accelread and Theraplay).</p>	<p>SENco/DHT supports pupils at risk of falling behind in Reading and Writing in delivering additional booster groups for targeted pupils. SENco/DHT liaises with teaching staff to offer support, advice and strategies to support learners. SENco/DHT creates reports from (Y6) pupil progress meetings. (*These are targeted interventions which form part of our provision map to ensure that children are able to make progress in their learning by analysing weaknesses and gaps in learning.)</p>	<ul style="list-style-type: none"> • Provision mapping created. • Parents informed by class teachers • TA receive appropriate training • TA timetables set accordingly • Regular support given to delivering TAs. • Annual SEND report to governors. • Regular meetings with TAs • Collection of intervention data • SEN reviews 	<p>YB Y6 staff (KC – HLTA)</p>	<p>Termly</p>
--	--	---	---	------------------------------------	---------------

Total budgeted cost					<p>£22 688</p>
----------------------------	--	--	--	--	----------------

iii. Other approaches

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?
<p>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.</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. The library has been re-developed to allow greater access to a wide range of free reading materials for home and school. Parents are more knowledgeable about their children's learning and their next steps for progression.</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. A learning space is provided in all classrooms which will be able to promote access to reading and a love of reading, alongside a space to run RRP, oral language interventions and additional guided reading sessions.</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 2017. • Maths leader to monitor usage and impact on mental maths skills. though maths wall drop in and pupil voice checks. • Library timetabled for use for interventions. • Literacy leader to monitor and encourage access. • Reading areas supplemented with texts from library and First News. • PP Reading club to be set up for pupils to have additional reading opportunities. 	<p>MH SS MG YB</p>	<p>Termly</p>
<p>D. Increased attendance rates for pupils eligible for PP.</p>	<p>Attendance officer, admin staff and Attendance Champion (SS) – Attendance team.</p>	<p>Last year, we made a number of changes to the way we celebrate attendance but they did not have the desired effect as we were still below the target of 97%. As a result, we have reviewed the way we target/reward</p>	<ul style="list-style-type: none"> • Attendance reports will be submitted to the governing body highlighting the work of the attendance team and its impact. • New approach: Children who 	<p>MH SS YB</p>	<p>Termly</p>

		attendance specifically by monitoring vulnerable pupils (ensuring that first day absence calls are made and also working closely with a range of agencies to ensure that the number of pupils at risk of becoming persistent absentees are minimised.)	<p>achieve 100% attendance in a whole term will receive a letter to parents congratulating them on this achievement alongside a certificate. Their name will go into our termly prize draw. 1st place = £10 voucher, 2nd Place = £5 voucher, 3rd place = £3 voucher. During the final week of the school year there will be a £20 prize draw per year group for any child who has made the school attendance target of 97% or above. (therefore if any child's attendance dips below 100% in any term they will have the opportunity to be part of this draw). Any child who maintains 100% attendance for the whole year receives an ice cream treat, certificate and a medal to celebrate this achievement at the end of the year.</p> <ul style="list-style-type: none"> Any child dropping below 92% is monitored closely and parents are invited in to discuss reasons for absense. 		
iv. Other approaches in school					
Pupil Premium lead ensures that funding is planned for and spent with optimum impact.	PP lead monitors attainment and progress of PP pupils. PP lead ensures gaps between PP and non PP are targeted with a view to them closing.	Pupil Premium leader receives time out of class (Tuesday mornings) to undertake monitoring and evaluative duties to ensure that PP eligible pupils are as likely to achieve than those who are not eligible.	<ul style="list-style-type: none"> PP lead will create reports which will form part of the Head Teacher's report to governors. A parents meeting for children eligible for PP to be carried out at the start of the year (with questionnaire) to share with parents the range of provision available in school. 	SS YB	Termly
Pupils are enabled to participate in activities which support the wider school curriculum including trips and extra-curricular clubs.	Trips/Residential visit subsidy budget.	All pupils are encouraged to take part in activities which encompass the wider curricular provision. Barriers to participation are removed by provision of a subsidy budget.	<ul style="list-style-type: none"> The budget is monitored by the school business manager. Staff are aware of the budget and know how to consult SLT (Pupil Premium leader) should they have PP eligible pupils who are not accessing wider opportunities. 	MH SS DM YB	Termly

Allowances are made for children eligible for PP within the wider curriculum PE kits.	PP lead monitors additional provision.	Additional resources e.g. spare P.E kits are made available for children eligible for PP alongside free tuck where necessary.	<ul style="list-style-type: none"> The budget is monitored by the school business manager. Staff are aware of the budget and know how to consult SLT (Pupil Premium leader) should they have PP eligible pupils who are not accessing wider opportunities. 	MH SS DM YB	Termly
Additional enrichment activities for children eligible for PP.	PP lead monitors additional provision.	Additional opportunities to be created for pupils eligible for PP e.g. theatre, music, sports activities to provide further curriculum enrichment	<ul style="list-style-type: none"> The budget is monitored by the school business manager. Staff are aware of the budget and know how to consult SLT (Pupil Premium leader) should they have PP eligible pupils who are not accessing wider opportunities. 	MH SS DM YB	Termly
Total budgeted cost					£5641

