

Brook House Junior School

Pupil Premium Strategy Statement

| 1. Summary information | | | | | |
|--|---------------------------|---|---|---|-------------------------|
| School | Brook House Junior School | | | | |
| Academic Year | 2019-20 | Total PP budget (as of January census 2019) | £63,600 | Date of most recent PP Review | Summer term 2019 |
| Total number of pupils (as of September 2019) | 345 | Number of pupils eligible for PP (as of January census 2019) | 42 (FSM = 24, Service children = 1, CLA = 1, Ever 6 = 16) | Date for next internal review of this strategy | End of spring term 2020 |
| | | Number of pupils eligible for PP (as of September 2019) | 43 (FSM = 26, Ever 6 = 17) | | |

| 2. Current attainment – 2019 (14 pupils) | | | | |
|---|-------------------------------|-----------------------------|-----------------------------------|---|
| The % of Pupils reaching the expected standard at the end of KS2 in 2019 | <i>Pupils eligible for PP</i> | <i>National averages PP</i> | <i>Pupils not eligible for PP</i> | <i>National Averages for all pupils</i> |
| Reading | 71% | 60% | 82% | 75% |
| Writing | 71% | 66% | 82% | 78% |
| Mathematics | 86% | 63% | 86% | 78% |
| Grammar, spelling and punctuation | 86% | | 86% | 78% |
| Reading, writing and mathematics combined | 50% | 48% | 74% | 64% |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability) | |
|--|---|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Overall, in Reading and Writing, the gap between disadvantaged pupils and non-disadvantaged pupils has reduced (29% and 43% in 16/17 compared to 54% and 62% in 17/18.) but in 2018-19 it was 71% and 82% while attainment has increased the gap has slightly widened. Maths has been a focus for the action plan due to the gap increasing between disadvantaged pupils and non-disadvantaged pupils (71% in 16/17 compared to 46% in 17/18) but this gap was closed in 2018/19 when there was no difference between pp and non pp pupils, which is a pattern we need to see repeated in the next academic year. Literacy and numeracy skills are lower for the majority of pp on entry. |
| B. | Identified gaps in learning are hindering accelerated progress .Some pupils identified eligible for PP also have additional vulnerabilities for example pupils with special educational needs. |

| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
|---|---|--|
| C. | Last year, rates for pupils eligible for PP were 95.95% up from 2017-18 attendance of 95.28% (but below the target for all children of 97%) at the end of 2019. This reduces their chances of making expected progress and achieving national standards. Non PP pupils' attendance for 2018/19 was 96.92% we still need to close the gap from 95.95% for PP pupils. | |
| D. | SEMH (social, emotional and mental health) needs are barriers for vulnerable pupils which causing a negative impact on progress and attainment. | |
| 4. Outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Attainment gap is closing between pupils who are eligible for PP and Non PP. Most pupils eligible for PP reach age related expectations. | Identified pupils in specific year groups accelerate progress and at least 75% reach age related expectations. |
| B. | Targeted interventions support pupils' social skills, confidence, and positive mental health. Pupil learning behaviours are more positive i.e. ready to learn and have effective self-regulation of feelings. | Attainment and progress are raised in line with that of non PP pupils. The number of behaviour incidents with this group of pupils declines over the academic year. Behaviour data indicates a positive shift in well-being including pupil voice and parent/families feedback. Core values and Time Out numbers are monitored by PP champion |
| C. | Gaps in learning are addressed effectively both at home and in school. | Termly targets are met and new skills employed in the classroom on a consistent basis. Gaps in attainment and progress are closed with non PP pupils. Home learning is completed-monitored by PP champion including HSR. |
| D. | Early identification impacts positively upon pupils' social skills, confidence and positive mental health and well-being. | Monitoring indicates that 100% of pupils eligible for PP access at least two different extended learning opportunity throughout the year. Alternative data indicates a positive shift in well-being including pupil voice and parent/families feedback. Attendance increases for all vulnerable and disadvantaged pupils. Greater uptake in after school clubs and more Children's University credits. Attendance at clubs monitored by PP champion. |

5. Planned expenditure

Academic year

2019-20

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? |
|---|---|---|---|---|---|
| <p>A & B</p> <p>Attainment gap is closing between pupils who are eligible for PP and Non PP. All pupils eligible for PP reach age related expectations.</p> <p>Targeted interventions support pupils' social skills, confidence, and positive mental health.</p> <p>Learning behaviours are more positive i.e. ready to learn and have self-regulation of feelings. Calm in lessons and playtimes.</p> | <p>A&B</p> <p>Academic vocabulary is taught explicitly and coherently through explicit planning throughout the updated curriculum. Using a variety of strategies e.g. through visual representations of words, word mats at the beginning of each new topics/themes.</p> <p>Plan in structured reading opportunities to support students with vocabulary deficits using a variety of strategies e.g. word ninja</p> <p>Develop word consciousness in pupils and staff through sharing the etymology and morphology of words, word mats.</p> <p>Consistent teaching of spelling across school to develop children's understanding of spelling strategies.</p> <p>Key vocabulary sent home on half termly knowledge organisers to prepare children.</p> <p>Use of new sensory room created Sept 2019 Outdoor Learning sessions Lego therapy Lunchtime Games club</p> | <p>A&B</p> <p>Attainment in specific year groups for pupil's eligible for PP is lower than non PP pupils with large % of children working below ARE.</p> <p>Autumn 1 data:</p> <p>Y3: Reading – 4/8 – Currently below ARE Writing – 4/8 - Currently below ARE Maths – 4/8 - Currently below ARE</p> <p>Y4: Reading – 6/12 – Currently below ARE Writing – 7/12 - Currently below ARE Maths – 7/12 - Currently below ARE</p> <p>Y5: Reading – 2/6 – Currently below ARE Writing – 2/6 - Currently below ARE Maths – 3/6 - Currently below ARE</p> <p>Y6: Reading – 9/17 – Currently below ARE Writing – 9 /17- Currently below ARE Maths – 8/17 - Currently below ARE</p> <p>Less core values and Time outs given as consequences of poor choices and negative behaviour due to anger/mood. Record kept of PP and non PP pupils to analyse for patterns and to support individuals.</p> | <p>A&B</p> <ul style="list-style-type: none"> Half termly/Termly Pupil Progress Meetings with SLT for every teacher to discuss impact of teaching and learning. Outcomes are agreed. New targets are set – long term and short term. Data collection (on-entry and exit). Regular book scrutiny for books across all subject areas. <ul style="list-style-type: none"> Termly monitoring of core values and time out records. Praise postcards for successes and contact PP pupil parents if behaviour issues. | <p>A&B</p> <p>MH YB</p> <p>YB</p> | <p>A&B</p> <p>Half termly</p> <p>Termly</p> |

Sept 2019

| | | | | | |
|--|--|---|---|---|---|
| <p>Children eligible for PP achieve the national standard/greater depth in maths than previous year.</p> <p>More children eligible for PP achieve the national standard/greater depth in reading and writing than previous year.</p> | <p>Maths mastery approaches embedded throughout school, including use of additional Maths-no problem textbooks, deeper learning activities and resources from White Rose, Focus, pre-teaching and maths meetings (maths wall to build fluency). Staff accessing roadmap to mastery CPD. Reorganisation of Maths sets (Set 2/3 and Set 1 In Y3, Y4 and Y5. Four sets in Y6. Over 8 staff to attend Maths CPD from Sept 2019 TA's to embed Catch up and keep up maths lessons on the same day to enable progress.</p> <p>English mastery to be researched and developed through consultation with Family of Schools (FoS) and external consultant research group (led by Teresa Heathcote)</p> | <p>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').</p> <p>Research shows that children need to have misconceptions addressed as quickly as possible for both cognitive and self-confidence reasons. The intervention is for all abilities and allows children to flourish and build on to their previous learning in Maths, the next day.</p> <p>The school has a strong relationship with Teresa Heathcote who acts as a consultant within the (FoS) and across the city.</p> | <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/SLT. • Regular monitoring of planning and teaching by Maths leader. • Planning support given to specific teachers from Maths leader/SLT. • Senco to monitor use of TA's in Maths catch up intervention-particularly PP children. • Staff to attend Maths training from the hub. <ul style="list-style-type: none"> • Teresa's sessions are planned in consultation with Literacy leader/SLT in order that objectives match those on the school development plan. • Regular monitoring of planning and teaching by Literacy leader/SLT. • Planning support given to specific teachers from Literacy leader/SLT. | <p>SW/SJ</p> <p>MG/SJ</p> | <p>July 2020</p> |
| <p>C</p> <p>Gaps in learning are addressed effectively both at home and in school.</p> | <p>C</p> <p>Parent workshops to support Home Learning</p> <ul style="list-style-type: none"> • Survey for parents • Open mornings and afternoons-developing bespoke creative workshops for individual parents/groups • Celebrations | <p>C</p> <p>Identified gaps in learning are hindering accelerated progress.</p> <p>We hope to engage with parents who may themselves have experienced an unhappy time at school. We will share our pedagogy and give tips on how to engage children in their learning-some subjects such as Maths have changed</p> | <p>C</p> <ul style="list-style-type: none"> • Monitoring the learning platforms for use of set homework activities e.g. Mathletics. • Open morning workshop attendance monitored via signing in. • Monitor home / school reading record books with an emphasis on vulnerable and disadvantaged | <p>C</p> <p>MH YB (Teaching staff)</p> | <p>C</p> <p>Termly open mornings</p> <p>Half termly monitoring of completed home learning/reading charts</p> |

| | | | | | |
|---|---|---|---|----------------------|---|
| | <ul style="list-style-type: none"> Assemblies Invitations to vulnerable parents for additional school support. Knowledge organisers for each new topic sent home half termly. | a great deal in strategies since their own school days. We aim to develop a good rapport and develop a good relationship with our parents. | children. | | |
| D Early identification impacts positively upon pupils' social skills, confidence and positive mental health and well-being. | D Teachers to take into consideration the challenges that pupils face in their daily lives and personalise the new PSHCE curriculum to meet their needs.(Revised Sept 2019) Pupils' learning behaviours are more positive i.e. ready to learn /learning minds sets/ engaged with learning / self-regulation of feelings | D Social and emotional barriers for vulnerable pupils are causing a negative impact on progress and attainment. Barriers to learning: Poor self-organisation Lack of motivation Lack of confidence Poor concentration Lack of aspiration Poor resilience | D <ul style="list-style-type: none"> Staff questionnaires outcomes/ report Analysis of Core Values/Time Outs Revisit SMSC as part of our Curriculum re-boot Pupil interviews/voice | D MH YB | D Termly |
| Total budgeted cost | | | | | £30 000 approx. |
| 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? |

| | | | | | |
|---|--|---|---|---|--|
| <p>A & B</p> <p>Attainment gap is closing between pupils who are eligible for PP and Non PP. All pupils eligible for PP reach age related expectations.</p> <p>Targeted interventions support pupils' social skills, confidence, and positive mental health.</p> | <p>A & B</p> <p>To develop pupils' confidence skills and accelerate progress.</p> <p>Part time teacher to teach pupils inY6 (SJ).</p> <p>Small group work/intervention groups work in Y6 for Maths / English led by teachers– RC redeployed to release staff.</p> | <p>A&B</p> <p>Attainment in specific year groups for pupil's eligible for PP is lower than non PP pupils with large % of children working below ARE. Autumn 1 data.</p> <p>Y6: Reading – 9/17 – Currently below ARE Writing –9 /17- Currently below ARE Maths – 8/17 - Currently below ARE</p> | <p>A&B</p> <ul style="list-style-type: none"> • Monitored in half termly pupil progress meetings. • Bespoke PP tracker (on Tracker +). • Work book scrutiny. • Intervention outcomes-analysed by SLT | <p>A&B</p> <p>MH YB MG</p> | <p>A&B</p> <p>Half Termly</p> |
|---|--|---|---|---|--|

| | | | | | |
|--|---|--|--|-------------------|---|
| 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. This is nationally recommended as the best for of intervention: 'Keep up not catch up'. 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 SJ Nov 19 and other teachers from Jan 20) every Wednesday and Thursday afternoon in Y6. | <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/SLT regularly and additional leadership time given for this. Weekly TA meeting timetabled for after school support given to TA's to implement interventions and positive strategies. Whole school training in use of Mathletics. Mathletics usage monitored by class teachers and Maths leader/SLT. Mathletics success celebrated in weekly assembly and through Mathletics display. | MH YB SW | Half Termly |
| More children eligible for PP achieve the national standard/greater depth in reading and writing than previous year. | Deployment of Senco (First class @ Writing, Project X, ARROW). | Senco supports pupils at risk of falling behind in Reading and Writing in delivering additional booster groups for targeted pupils. Senco liaises with teaching staff to offer support, advice and strategies to support learners. SLT 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.) | <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. Weekly meetings with TAs. Collection of intervention data. SEND reviews. | YB AA | |
| Total budgeted cost | | | | | £20 000 approx. |
| 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? |
| C Children eligible for PP | C All children, including those | C Research states that studies consistently find | C <ul style="list-style-type: none"> All children in school have a | C MH | C Termly |

| | | | | | |
|---|---|--|--|----------------------------|--------------------|
| 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. | in receipt of PP have access to Mathletics to practise mental maths skills and fluency at home and school. iPads 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. | 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 additional guided reading sessions. | <p>Mathletics account created for them by Mrs Ross</p> <ul style="list-style-type: none"> Parents made aware of the programme and encouraged to access at home. Parents workshops delivered in January 2017-another one is due in 2020 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 project collections Reading club set up by class teacher for pupils to have additional reading opportunities. | SW MG YB | |
| D Increased attendance rates for pupils eligible for PP. | D Attendance officer, admin staff and Attendance Champion (DM) – Attendance team. | D 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 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.) | D <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. PP parents will be contacted if attendance drops below 90% and invited in for interview to have a dialogue about how attendance can improve. Any child dropping below 92% is monitored closely and parents are invited in to discuss reasons for absence. | D MH YB DM | D Termly |
| v. 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 SLT time 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 during the year (with questionnaire) to share with parents the range of provision available in school. | 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. Also attendance may be affected – certain children have stayed off school on trip days than admit they cannot afford a trip. | <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. All PP children will have individual records of trips and residential kept whilst at Brook House to help monitor their access. | MH 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. All children to be given toast as going without breakfast is shown to have a negative impact on cognitive abilities. | <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 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 and develop their cultural capital. 11 PP children also attended a summer club at Westfield in July 2019 –to help parents with the cost of child care arrangements –we hope the same scheme will run in July 2020. | <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 DM YB | Termly |
| Total budgeted cost | | | | | £14000 approx. |

| 6. Review of expenditure | | | | |
|--|--|--|---|---------------|
| Academic Year | | 2018-19 | | |
| 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 |
| YB to partially complete due to taking over the Role of Pupil Premium Leader in June 2019. However, see summary of spending (on next page) from 2018-19 | Employing CT Mr Johnson who has worked at our school before to take groups of PP in reading and maths in the pm-created a bespoke programme to tackle gaps in learning both at WA and GD | Maths was particularly successful PP and non PP were both successful at WA with 86% above the national average for both PP and non PP. | We need to do more of a focus on writing and employ Mr Johnson again –he is booked to start earlier than last year –November 6 th start –looking at PP and non PP groups both WA and GD. | £12000 approx |
| 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 |
| ARROW-reading/spelling intervention | All PP children were given this intervention-individual progress recorded not based on ability. Average improvement in reading and spelling was | Continue 2019-20 all children on pp list will again have 8-10 hours –this a short but effective intervention spread over 3-4 weeks 30 minutes a day. | £4500 for training 2 ARROW instructors YB and AA. 5 Laptops £ 2000 1 donation from WI of £300 | £500 |
| 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 |
| Increased Attendance (97%) | Termly treat for 100%, ice creams for year. PP champion monitor PP attendance | Slight improvement in year from 95.25% 95.95% But still below non pp school average 96.2%. | Instead of costly termly treats there will be book tokens given at the end of the year as well as certificates. Individual PP pupils with poor attendance will be contacted by PP champion and support/strategies offered. | |

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 review (2018-19) | Approximate Amount (£) |
|--|-------------------------|
| Booster groups for children in all year groups through additional support in Y3, Y4, Y5 and Y6 | 10,640 |
| School booster groups Y6 reading and maths. (Mr Johnson x2 pm a week) | 12,970 |
| Before school booster groups ARROW/AcceleRead | 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 (cover for MG /SS-CT) | 4,420 |
| 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 | 1,000 |
| First Class in Number Training | 650 |
| Coaching and Mentoring teachers | 2,650 |
| Additional member of SLT for term 1 2018 to provide support in and intervention identification for children in Year 3. | 4,990 |
| ARROW training with Dr Colin Lane x 3 days = 2 trained tutors | £4000 |
| Laptops for ARROW/AcceleRead programmes | £2000 |
| Calculations for some items have been calculation as a % of total cost to match % of PP children | Total £60,865 |

