

# Brackenwood Junior School

*Learning for Life*



## Pupil premium grant expenditure: 2019-2020

Number of pupils and pupil premium grant (PPG) received								
Total number of pupils on roll								245
Total number of pupils eligible for Free School Meals (Ever 6)								47
Amount of PPG received per pupil								£1380
<b>Total amount of PPG received</b>								<b>£64 860</b>
Summary of Support for Last Academic Year (2018-2019)								
<ul style="list-style-type: none"> <li>* Orrets Outreach English and Maths sessions provided 3x weekly for 16 pupils</li> <li>* Phonics support provided to identified children in Years 3 and 4 (2 afternoons per week)</li> <li>* 1-1 reading support provided for 6-8 non-fluent readers in Years 3 and 4 (5 afternoons per week)</li> <li>* Conferencing sessions provided for children in Year 5 and 6 (5 afternoons per week)</li> <li>* Working Memory intervention</li> <li>* Conferencing provided by class teachers each week to support specifically targeted pupils.</li> <li>* All classes to receive teaching assistant support for all English and Maths lessons</li> <li>* Specialist Music Teacher for 4 hours per week.</li> <li>* SENCO support provided to overcome Barriers to Learning for all pupil premium children</li> <li>* Online subscriptions to My Maths</li> <li>* Participation in Chant Productions Choir Event</li> <li>* Residential trips and clubs subsidised and opportunities for assistance with costs for other trips for specifically targeted children</li> </ul>								
Closing the Gap- Headlines from 2018-2019								
End of Key 2 Outcomes for Cohort 2019 (Two pupils who joined the school during Y6 are not included in this data)								
	READING	NO.	KS1 APS	ACHIEVED STANDARD	HIGHER STANDARD	STANDARDISED SCORE	PROGRESS	
READING	DISADVANTAGED	12	15.2	75%	8%	99.7	-3.2	
	OTHER	45	15.7	62%	20%	102.0	-0.3	
WRITING	DISADVANTAGED	12	14.8	75%	8%	100.8	-0.2	
	OTHER	45	14.8	71%	13%	101.7	1.1	
MATHS	DISADVANTAGED	12	16.3	75%	8%	101.7	-1.6	
	OTHER	45	16.0	84%	24%	104.2	1.1	
GPAS	DISADVANTAGED	12		75%	17%	102.3		
	OTHER	45		73%	33%	105.5		
RWM COMBINED	DISADVANTAGED	12		58%				
	OTHER	45		58%				

Proportions of Pupils at or above Age-Related Expectations in Years 3 to 5 (2018-2019)

		PROPORTIONS OF PUPILS MEETING AGE RELATED EXPECTATIONS				
		NUMBER	READING	WRITING	MATHS	GPAS
<b>COHORT 2020 CURRENT Y6</b>	<b>Pupil Premium</b>	12	75%	50%	67%	75%
	<b>Other</b>	47	87%	83%	96%	89%
<b>COHORT 2021 CURRENT Y5</b>	<b>Pupil Premium</b>	13	58%	54%	77%	58%
	<b>Other</b>	49	82%	78%	84%	71%
<b>COHORT 2021 CURRENT Y4</b>	<b>Pupil Premium</b>	8	75%	25%	75%	63%
	<b>Other</b>	50	74%	64%	84%	78%

### Main Barriers to Learning for Disadvantaged Pupils (2019-2020)

1. Low levels of attendance and punctuality
2. Social interaction with peers.
3. Resilience, motivation and emotional well-being.
4. Limited cultural experiences.
5. Low cognitive ability.
6. Learning gaps from KS1

### Strategies to Support Disadvantaged Pupils (2019/2020)

The Headteacher and Governors of Brackenwood Junior School have agreed the following strategies and allocation of funds to support disadvantaged children during the academic year 2019/20 as follows:

- \* Weekly, termly and annual prizes awarded in order to incentivize high levels of attendance.
- \* Alternative provision programmes to be provided to address areas of low attendance.
- \* Thumbs Up Essential Life Skills Programme to be delivered to all pupils in Year 5 and Year 6.
- \* Motivational speaker workshop to be delivered to pupils in both Year 5 classes.
- \* Mindfulness sessions provided to all classes to educate pupils in regards to mental health.
- \* A Safe Zone (Sunshine Room) to be developed and resourced to provide a calm space for children to go to as required.
- \* Residential trips, visits and clubs subsidised for all disadvantaged pupils.
- \* Conferencing time provided by class teachers (weekly) and teaching assistants (daily) to support specifically identified pupils working below the expected standard.
- \* Daily interventions provided to specifically identified pupils working below the expected standard, in order to address gaps in learning.
- \* Curriculum subscriptions (MyMaths; Maths of the Day etc)
- \* Specialist Music Teacher for 4 hours per week.
- \* Access to weekly music tuition
- \* SENCO to work with all class teachers to identify and overcome Barriers to Learning for all pupil premium children (1 morning per week)

All elements of this spending plan have been costed individually to ensure that Pupil Premium funding is ring-fenced to provide the strategies listed above.

### 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

REVIEW OF SPENDING PLAN: JULY 2020