

Pupil premium strategy statement (primary)

1. Summary information					
School	Brinsworth Manor Junior School				
Academic Year	2017/18	Total PP budget	£114,400	Date of most recent PP Review	N/A
Total number of pupils	302	Number of pupils eligible for PP	85	Date for next internal review of this strategy	April 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	Expected (23 pupils) = 43% Higher Standard (23 pupils) = 9% Average Scaled Score = -0.2 % expected standard RWM = -6% % higher standard = +3%	Expected (53 pupils) = 53% Higher Standard (53 pupils) = 8% Average Scaled Score = -11 % expected standard RWM = -11% % higher standard = -6%
% making progress in reading	61% expected standard 13% higher standard Scaled Score 100.8 Progress Score -0.2	64% expected standard 17% higher standard Scaled Score 103.2 Progress Score -2.6
% making progress in writing	52% expected standard 9% higher standard Scaled Score 97.3 Progress Score -1.6	70% expected standard 17% higher standard Scaled Score 99.7 Progress Score -1.8
% making progress in maths	52% expected standard 17% higher standard Scaled Score 101.3 Progress Score -0.2	68% expected standard 23% higher standard Scaled Score 103.1 Progress Score -1.7

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.	For a core group of PP children, poor attendance is an issue (8 pupils) 14% of PP children have attendance below 91%. Additional home school link person required in the office to support first day calling and liaison with parents/carers. Extended school activities to encourage children to come to school on time (Live and Learn)
B.	High percentage of PP children transferred from Infant School who had not been identified (because of UIFSM), these were placed in the same class by the Infant School and need additional support. 16 children have been identified as qualifying for Free School Meals, of these 12 are in the same class (75% of the PP cohort in one class) and 50% of the class is PP. This class need additional support to ensure children make good progress from their starting points as 6/12

	(50%) of PP in this class did not achieve the expected standard at the end of KS1.				
C.	Additional teacher to support intervention, booster, keep up and catch up groups in Y6 Support PP students with SEND needs to make good progress from their starting points through over-learning across all subjects.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Parenting issues around attendance, punctuality, safeguarding and serious life changing medical issues. Work of the inclusion team				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Inclusion team will work with children, parents and outside agencies (where appropriate) to improve attendance of PP children. PP children will access extended school activities including morning PE activities.			Attendance of PP pupils to be above 95% - in line with all other pupils in school. Records show that PP children are accessing extended school provision, particularly morning PE activities. (100% accessing extended schools in some form)	
B.	Additional in class and intervention support for PP children in Y3 (Y4 and Y5 intervention will be provided through release of current Y3 TA into Y4/5 and appointment of new TA specifically for Y3) Additional TA support for PP children who are have SEND to ensure good progress from their starting points. Data in this cohort (current Y3) shows			Data for pupil premium children at the end of each year Y3, Y4, Y5 and Y6 shows that children are on track to achieve end of KS2 expectations given their KS1 starting points. (In Reading, Writing, Maths and SPaG) Measured through internal data tracking system (EAZMAG) and Standardised testing.	
	Yr Group	Reading	Writing	Maths	SPaG
	Y3 End of KS1 all pupils	GDS 33% - EXS 43% 76% at EXS or above	GDS 16% - EXS 55% 71% at EXS or above	GDS 20% - EXS 57% 77% at EXS or above	GDS 5% - EXS 64% 69% at EXS or above
	Y3 End of KS1 pupil premium pupils 16 pupils	GDS 25% - EXS 38% 63% at EXS or above	GDS 6% - EXS 50% 56% at EXS or above	GDS 6% - EXS 50% 56% at EXS or above	GDS 6% - EXS 50% 56% at EXS or above
	Standardised testing Sept 2017	38% working at standardised score of 91 or more the remainder are well below (in the below 85 SS bracket)		38% working at standardised score of 91 or more the remainder are well below (in the below 85 SS bracket)	
	Desired outcomes will be PP making good progress from their starting points and staying on track to achieved expected outcomes at the end of Y3, Y4, Y5 and Y6 (SATs)				

<p>C.</p>	<p>Additional part time teacher in Y6 to support PP children to ensure end of KS2 expectations are met:</p> <p>Need data and targets in here for Y6 PP children</p> <p>Current Y6</p> <table border="1" data-bbox="219 268 1323 879"> <thead> <tr> <th></th> <th><u>Reading</u></th> <th><u>Writing</u></th> <th><u>Maths</u></th> <th><u>SPaG</u></th> <th><u>Combined</u></th> </tr> </thead> <tbody> <tr> <td>Y6 End of KS1 80 cohort</td> <td><i>End of KS1 = 91%</i></td> <td><i>End of KS1 = 91%</i></td> <td><i>End of KS1 = 95%</i></td> <td></td> <td></td> </tr> <tr> <td>Y6 end of KS1 PP children</td> <td><i>End of KS1 2b+74% L3 21%</i></td> <td><i>End of KS1 2b+64% L3 11%</i></td> <td><i>End of KS1 2b+69% L3 21%</i></td> <td>Note 2b+ used because of raised expectations of KS2 SATs</td> <td></td> </tr> <tr> <td>Targets End of KS2 78 cohort</td> <td><u>Greater Depth</u> 29 children = 37% Targeting additional 8 children 37 children = 47% <u>Expected</u> 63 children = 81%</td> <td><u>Greater Depth</u> 29 children = 37% <u>Expected</u> 61 children = 78%</td> <td><u>Greater Depth</u> 32 children = 41% Targeting additional 3 children 35 children = 45% <u>Expected</u> 66 children = 85%</td> <td><u>Greater Depth</u> 29 children = 37% <u>Expected</u> 65 children = 83%</td> <td><u>Greater Depth</u> 22 children = 28% Targeting additional 4 children (reading) 26 children = 33% <u>Expected</u> 59 children = 76%</td> </tr> <tr> <td>Targets for PP children end of KS2 2018 19 children</td> <td><u>74% National</u> <u>26% GD</u></td> <td><u>74% National</u> <u>26% GD</u></td> <td><u>79% National</u> <u>26% GD</u></td> <td></td> <td><u>74% National</u> <u>26% GD</u></td> </tr> </tbody> </table>		<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>SPaG</u>	<u>Combined</u>	Y6 End of KS1 80 cohort	<i>End of KS1 = 91%</i>	<i>End of KS1 = 91%</i>	<i>End of KS1 = 95%</i>			Y6 end of KS1 PP children	<i>End of KS1 2b+74% L3 21%</i>	<i>End of KS1 2b+64% L3 11%</i>	<i>End of KS1 2b+69% L3 21%</i>	Note 2b+ used because of raised expectations of KS2 SATs		Targets End of KS2 78 cohort	<u>Greater Depth</u> 29 children = 37% Targeting additional 8 children 37 children = 47% <u>Expected</u> 63 children = 81%	<u>Greater Depth</u> 29 children = 37% <u>Expected</u> 61 children = 78%	<u>Greater Depth</u> 32 children = 41% Targeting additional 3 children 35 children = 45% <u>Expected</u> 66 children = 85%	<u>Greater Depth</u> 29 children = 37% <u>Expected</u> 65 children = 83%	<u>Greater Depth</u> 22 children = 28% Targeting additional 4 children (reading) 26 children = 33% <u>Expected</u> 59 children = 76%	Targets for PP children end of KS2 2018 19 children	<u>74% National</u> <u>26% GD</u>	<u>74% National</u> <u>26% GD</u>	<u>79% National</u> <u>26% GD</u>		<u>74% National</u> <u>26% GD</u>	<p>End of KS2 outcomes to show pupils have achieved National expectations (or Greater Depth) depending on their starting points and progress indicator is in line with other pupils in school and nationally.</p>
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<p>D.</p>	<p>Inclusion team to support parents/carers to ensure additional needs are met. All pupil premium children have named contact in school to ensure needs are met and attainment is good given their starting points. (All year groups)</p> <p>Outcomes for PP will show that they perform as well as other children in school and nationally (KS2)</p>	<p>Outcomes at the end of each academic year show pupils are on track for age related expectations and national outcomes (end of KS2)</p>																														

5. Planned expenditure					
Academic year	2017 to 2018				
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?
To ensure the standards achieved by those eligible for pupil premium at least matches that of other pupils in all cases to diminish the difference.	Use of additional member of support staff to deliver in class support / bespoke intervention or release teacher to undertake these – all linked to quality first teaching.	Enable the most vulnerable to have additional access to class teacher over and above classroom time i.e. for pre-teaching and same day keep up.	Monitoring through provision maps, school monitoring cycle for observations and book scrutiny. Data reports half termly	HoS / DHoS and Phase Leaders	Half termly at data points.
To ensure that quality first teaching has a high impact through use of targeted support for Pupil Premium children	Regular review of quality of teaching through <ul style="list-style-type: none"> - Lesson obs - Work sampling - Data reviews 	Quality first teaching has high impact on pupils which includes: <ul style="list-style-type: none"> - Effective marking and feedback - Collaborative learning - Individualised instruction - Mastery learning - Pupils engaged in their own learning 		HoS / DHoS Phase Leaders	
Total budgeted cost					£16,571.00
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?
PP Pupils in Y3/4/5 will catch up to their peers and outcomes will be in line with other pupils.	Additional TA to enable class teacher to focus on PP children and to provide additional catch up / keep up sessions as well as pre learning	Quality first teaching from teacher, bespoke interventions when appropriate from data collection points.	Monitoring through provision maps, school monitoring cycle for observations and book scrutiny. Data reports half termly	HoS / DHoS Phase Leaders	Half termly at data points.
PP Pupils in Y6 will meet end of KS2 expectations and have made good progress from their end of KS1 outcomes		Smaller groups with additional experience teacher to support focused learning.			

Total budgeted cost					£22,658.00 £16,935.00
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?
Attendance of PP children will be in line with all other children in school.	PP children will be targeted for attendance at Extended School events, particularly morning PE to ensure they are in school every day and on time	Children will be self-motivated to come to school <ul style="list-style-type: none"> - Arts participation - Behaviour interventions - Sports participation 	Inclusion team will keep registers and evidence of PP attendance. This will be used at Pupil Progress meetings and at inclusion meetings to show impact. Monitoring of PP at extended schools events will take place by Inclusion Team	Inclusion Lead	Half termly
External barriers for parents/carers will be diminished by involving parents/carers more in school	Inclusion team will ensure regular contact with parents/carers through AfA meetings and discussions. Issues will be dealt with and support put in place around social and emotional barriers to learning connected with events outside of school.	Evidence from EEF shows impact of: <ul style="list-style-type: none"> - Parental involvement - Social and emotional learning 	Weekly/half termly inclusion meeting will enable discussions about each parent/carer and individualised needs and impact of intervention. Outside agencies may be involved.	Inclusion lead	Half termly
Total budgeted cost					£24,646.00 £12,271.00 £25,194.00 £1,995.00 (1/6 of actual cost) TOTAL £120,270 Shortfall of £5,870 from PP revenue of £114,400 made up from school budget.

6. Review of expenditure

Previous Academic Year

2016 to 2017

Objectives from 2016/17

- (1) Ensure links with home/school for all pupil premium children to address barriers to learning.
- (2) Provide breakfast sporting activities to ensure children have a good start to the day
- (3) Additional teaching staff to target PP children in writing, reading, SPAG and maths to ensure good progress is made and attainment is in line with other groups / LA / national expectations
- (4) Development of interventions and nurture room
- (5) Pupil premium children to attend after school clubs.

COST
£108,820

Impact at end of KS2 2016/17

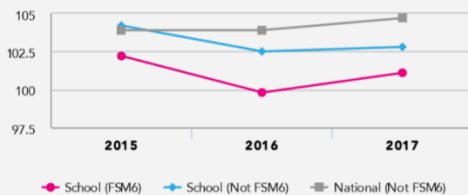
Brinsworth Manor Junior School

2017 KS2 VA

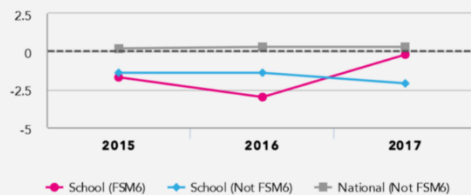
Disadvantaged pupils

KS2 Performance for disadvantaged pupils 2017

Attainment: Average Scaled Score (Re, Ma)



Progress: Average Scaled Score (Re, Ma)

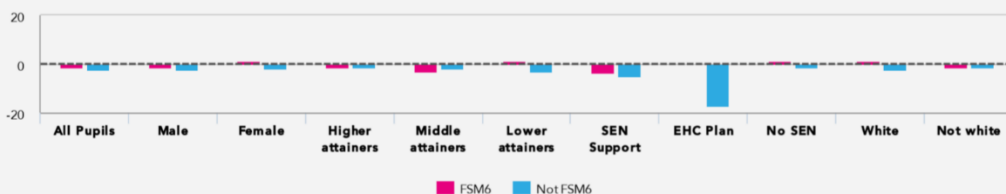


Attainment outcomes at the end of KS2 2017 show that the difference in attainment of disadvantaged children has diminished since 2016 and performance is nearer to national expectations.

Progress outcomes at the end of KS2 2017 show that disadvantaged children made better progress than all other pupils in school and performed in line with national outcomes.

Progress gap

Average Scaled Score (Re, Ma)



Scaled scores indicate that progress for disadvantaged pupils in all groups of learners is improving and the difference is diminishing.