

Isambard Brunel Junior School pupil premium strategy statement

1. Summary information					
School	ISAMBARD BRUNEL JUNIOR SCHOOL				
Academic Year	2016-17	Total PP budget	161,040	Date of most recent PP Review	Dec 16
Total number of pupils	288	Number of pupils eligible for PP	138	Date for next internal review of this strategy	Feb 17

2. Current and historic attainment – 2014 2015 2016						
	Pupils eligible for PP (your school)			Pupils not eligible for PP national figure		
% achieving in expected standard in reading, writing and maths	86%	88%	30%	79%	85%	53%
% making progress in reading	93%	91%	-5.69	89%	91%	-2.43
% making progress in writing	100%	96%	0.85	93%	94%	0.49
% making progress in maths	93%	91%	-4.14	89%	90%	-0.76

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.	Poor spelling skills and handwriting
B.	Lack of extended vocabulary to push writing to higher standard caused in part by homes that do not have access to reading material
C.	Mental maths strategies such as strong tables knowledge
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Area of deprivation: 60% of children are in worst 25% Super Output Areas nationally; 27% of children live in “child poverty” (Local authority deprivation report)
E.	Level of persistent absence is above national average

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Return school to historic achievement where PP and non-PP gap had closed	Performance of PP children is at or above national levels for all children
B.	Reduce level of persistent absence	Figure is below national average
C.	Increase support for families of vulnerable children so that school is successful	Attendance for vulnerable children <96% and 100% are at expected standard for their age
D.		

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?
School formally accredited as a Thinking School with Exeter University	Thinking Drive Team to pilot then introduce thinking maps and Habits of Mind	Meta-cognition and self-regulation second most effective strand of EEF Toolkit	External verification of school practice from Exeter University	DHT and 2 CTs	Feb 17
Increase in average spelling age of all year groups based on a benchmark test at start of year	Introduction of new spelling scheme with team teaching by writing manager to ensure quality provision	School internal evidence from End of Key Stage Two tests and entry spelling ages show that spelling is a weakness and needs formal structure. Phonics is noted as effective in EEF toolkit	End of Key Stage Two data Trial SAT tests	WM	Feb 17
Gap between disadvantaged and non-disadvantaged children returns to historic levels	Reading manager to work alongside teachers Outstanding teacher to support Year 6 two days a week prior to maternity leave DHT and TA to provide additional support in Year 6 to allow teachers to run feedback sessions	Internal data has shown HT and DHT intervention have not had impact EEF states feedback and small group tuition both effective	Pupil progress meetings which can track gap between PP and non-PP children End of Key Stage two results showing improvements in performance of PP children when compared with all children nationally	DHT	Feb 17
Total budgeted cost					46334
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?
End of Key Stage 2 results show improvements returning school to at or above national levels	PLT team to support "test awareness" lessons releasing Year 6 teachers to intervene with children	Releasing teachers allows them to give specific feedback to children – highest rated strand in EEF Toolkit	Quality assurance work – evidence of children responding positively to feedback Pupil progress data – children showing rapid increases in attainment	HT DHT AHT	January and March using Testbase suites of practice papers

	Provision of TA to run reading interventions in afternoon	Small group tuition shows moderate impact in EEF Toolkit	Supervision of TA by reading manager	Reading manager	Half termly using pupil progress meetings
	Provision of staff to release teachers to run writing conferences	EEF toolkit shows small group tuition to be moderately effective; this approach also increases feedback opportunities	Evidence from books and data show rapid improvements in writing	UQT	Half termly using pupil progress meetings
Total budgeted cost					35713
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?
Reduction in negative behavioural incidents for vulnerable children and so improvement in attainment scores	AHT to lead pastoral team to deal with emotional, behavioural and social care issues. Family safeguarding lead to work with vulnerable children involved in social care Full time ELSA Cook milk	Habits of Mind and ELSA work promote self-regulation which is a very effective intervention on EEF Toolkit; social and emotional learning have moderate impact for moderate cost. Previous year showed that parents need school to signpost and support or work as Lead Professional when dealing with other agencies as often they are not clear about what is happening.	Half termly SLEUTH analysis to show number of type of incidents – trend should be positive but may be increase of lower level incidents with reduction in high level incidents	AHT	Half termly
Total budgeted cost					61862

6. Review of expenditure				
Previous Academic Year				
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
Improvement in End of Key Stage Two outcomes Increase in quality of teaching	Funding for outstanding teaching to work in Year 6 and to model outstanding teaching to all staff Use of small group interventions and 1:1 intervention	Although gap reversed historical picture in attainment, disadvantaged children did make slightly better progress in some subjects. NQTs passed with a “good” rating and SPAG average score was just above 100 Planning is against new curriculum. Writing attainment best in city	Main lesson learned was around reasons for gap between teacher assessments and test outcomes. Teachers running interventions has been shown to be more effective than other staff therefore PLP (HT, DHT, AHT) will be working with classes to raise test awareness whilst releasing teachers to work with small groups of children thus addressing both issues. The city best writing results – moderated by LA, cluster and Trust schools – support argument that reading test was not done well by the children.	6000
Improvement in positive behaviour outcomes for vulnerable children identified by school's pastoral team	Behaviour service commissioned to work with teachers on positive strategies to deal with behaviour	Evidence to show impact include reduction in external exclusions – LA evidence – and increase of impact of those: i.e. no repeat of identical behaviours Most challenging year group had much fewer major interruptions to lessons over course of year.	The approach worked – school must ensure that the expertise is now consolidated. Also clear link with quality of teaching which is covered by quality assurance work.	22,500
Fewer incidents at home with parents coming into school asking for support with children there.	Behaviour service working with specific parents. Provision of parental course	Reduction in police reports about disturbances at home. Attendance for caseload of children was 96% or above showing positive attitudes to school. Anecdotal evidence – parents have good relationships with school and do not immediately go on defensive when contacted from school	Parents continue to need support from school but did not respond to parenting course which in future will be signposted rather than run by school itself – one key parent who asked for it did not attend despite personal contact and reminders. Need to ensure parental work does not distract key leaders from core duties so family safeguarding lead is a key individual to take this on.	
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

Rapid increase in maths and literacy outcomes for disadvantaged children. Reduction of behavioural issues with vulnerable cohort.	Commissioning of city behaviour service to work with one year group on a weekly basis. Funding for TA to run First Number and similar maths interventions. Availability of experienced staff	Average impact on maths following intervention was an increase in progress of 11 months after a six week programme. Behaviour support had positive impact on year group which has allowed teachers this year to work with children with far better attitude to work and reduction in high level behaviours. Case study – child who constantly run out of classes in Year 3 is asking for after school tuition. Writing attainment – see above.	Will continue with maths intervention as it has been proven to be effective. No need to carry on with behaviour intervention as it did what it was required to do – i.e. success was fact that it is no longer needed.	67,000
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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
Vulnerable children have support for emotional, behavioural issues	Pastoral team overseen by AHT with ELSA, behaviour manager and Family Safeguarding Lead	Long term medical absence and promotion of previous ELSA to School Direct placement has reduced capacity of team. This has been further impacted by other agencies suggesting ELSA intervention where it is not appropriate. However recent parent survey showed 90% of parents believed school encouraged children to behave well and there remains a positive view of school support for home issues raised through multi agency meetings	This approach is working but need to ensure most needy children are targeted first and to work with other agencies who are making unhelpful referrals.	43,000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk