



Isambard Brunel Junior School

Pupil Premium Strategy Document

2017-18



Isambard Brunel Junior School Pupil Premium Strategy Statement

1. Summary information					
School	Isambard Brunel Junior School				
Academic Year	2017-18	Total PP budget	£252,422.85	Date of most recent PP Review	May 2018
Total number of pupils	290	Number of pupils eligible for PP	132	Date for next internal review of this strategy	July 2018

2. Current attainment (SATs 2017)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average (provisional) - 2017)</i>
% achieving in reading, writing and maths	33.3%	67%
progress in reading	-3.66	0.3
progress in writing	-4.03	0.2
progress in maths	-4.40	0.3

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.	Attendance for PP children is below that of Non-PP children and this may detrimentally affect their academic progress
B.	Many pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments. This also impacts their ability to write.
C.	PP children who have had little or no boundaries and lack routine at home whose parents/carers have low expectations of behaviour and achievement
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Isambard is located in a low socio-economic area where unemployment is high.
B.	Attendance rates for PP children are below the national average
C.	The vast majority of parents of Pupil Premium children do not always engage with school life and this can impact on the children's desire to remain enthusiastic about their learning both at school and at home

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4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To maintain and improve positive outcomes for PP children in reading, writing and maths by the end of KS2 to ensure that their progress is at least in line with Non-PP children	<p>All PP children will have access to effective interventions, ensuring that their learning needs are met and they make accelerated progress</p> <p>Improve attendance and punctuality for PP children as part of coordinated plan to be at least in line with national</p> <p>Maintain or improve the % difference in reading for PP children compared to National other</p> <p>Maintain or improve the % difference in writing for PP children compared to National other</p> <p>Maintain or improve the % difference in maths for PP children compared to National other</p>
B.	To improve learning, emotional and behavioural issues of specific pupils To ensure that children with complex needs are identified early and appropriate support is put in place	<p>Intervention is timely and based upon a triangulation of evidence/need</p> <p>Focused intervention improves pupils' resilience and attitudes to work</p> <p>Specified children are able to remain in class for longer periods of time / whole lessons. These children make progress in line with their peers</p>
C.	The attendance of PP children improves in line with National	<p>Pupil case studies show the impact of strategies to improve PP attendance and punctuality</p> <p>Reduction in the number of persistent absentees among pupils eligible for PP to below the levels of 2016-17</p> <p>Stepped process to address and encourage high attendance is robust and adhered to as scheduled</p> <p>Attendance is in line with or above National figures</p>
D.	Increase parental engagement with the school through targeted parental events and regular parents feedback (newsletters, coffee mornings, parent topic/event briefings, celebration and exhibition events, parent surveys)	<p>School/Parent events are informed by parent feedback and the programme for the academic year</p> <p>More parents attend school events</p> <p>Parents report they are better able to support their child's learning</p>
E.	Continue to improve quality first teaching across the curriculum measured through school's triangulation documentation	Improved outcomes for all children across the curriculum

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5. Planned expenditure					
Academic year		2017-18			
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 maintain positive outcomes for PP children in reading, writing and maths by the end of KS2. This will be measured by the KS2 outcomes for PP children.	<ul style="list-style-type: none"> Additional programme of interventions and staff deployment informed by gap analysis and ongoing assessment Continue to improve quality first teaching across the school through increased CPD, specifically targeted teaching, dedicated reflection time and focused feedback Continued use of Thinking Skills – continued CPD Participation in the Thinking School Hub Events 	<p>We deployed two extra teachers and a TA in Year 6 to support the intervention schedule for the year group, in light of historic underperformance in attainment and to ensure accelerated progress throughout the year through increased time for quality feedback.</p> <p>This also increases the ratio of teacher-pupil time. High quality training for all staff and cluster group moderation provides support for teachers to quality assure pupil progress and outcomes. Subject leaders will have dedicated release time to advance monitoring and support. Children who are not on track to meet their end of year targets will benefit from early morning conferencing, after-school interventions and targeted quality first teaching.</p>	<ul style="list-style-type: none"> Pupil progress meetings Appraisal cycle Monitoring of Teaching and Learning SLT meetings Dedicated subject leader time for monitoring and support Half-termly data analysis 	SMT – Year leaders English and Maths leads SENCO Thinking Drive Team	<ul style="list-style-type: none"> Termly pupil progress meetings Annual review of PP spend Weekly monitoring Termly pupil progress meetings Annual review of PP spend
To improve learning, emotional and behavioural issues of specific pupils. To ensure that children with complex needs are identified early and appropriate support is put in place.	<ul style="list-style-type: none"> Non-class based behaviour manager and SENCO to support staff in class CPD for teaching assistants, teaching staff and midday assistants on behaviour for learning and quality teaching of groups 	<p>Children who are not currently on track to meet their end of year targets will gain support from interventions and targeted quality first teaching. Staff will continue to be supported with dealing with children who struggle with their behaviour, ensuring they can stay in class, access quality learning and make good progress.</p>	<ul style="list-style-type: none"> Regular monitoring of behaviour - SLEUTH Fortnightly inclusion /pastoral meetings Analysis of behaviour data 	DHT – Behaviour AHT - SENCO	Half-termly

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<p>The attendance of PP children improves</p>	<ul style="list-style-type: none"> Rewards for good attendance Step process for managing poor attendance and punctuality is robustly observed Engaging topics and extra-curricular activities that interest all children, especially PP children – with an exciting and wide range of activities – e.g. Theatre Crew 	<p>When a child cares about their work and the outcome is shared with others (parents, visitors etc.) this can be a hook to want them to come into school and engage in extra-curricular activities. This increases their access to bespoke provision to support their progress and outcomes.</p>	<ul style="list-style-type: none"> Regular monitoring of attendance, particularly for PP group Pupil conferencing to see impact 	<p>HT/DHT Attendance officer Year Leaders</p>	<p>Daily monitoring of attendance</p>
<p>Increase parental engagement with the school</p>	<ul style="list-style-type: none"> Topic outcomes throughout the year to which parents are invited – these can include showcasing work completed or activities for parents to complete with their child 	<p>The focus this year, will be to increase the number of parents with children eligible for PP to attend.</p> <p>Activities may include – Coffee Morning, Exhibitions, supporting external visits and theme days.</p>	<ul style="list-style-type: none"> Parent's survey – do they feel they have a better knowledge about their child's learning? 	<p>HT DHT Year leaders</p>	<p>Annual parent's survey Termly parent events programme – review of parent participation numbers and attendance at targeted meetings</p>
<p>Continue to improve quality first teaching across the curriculum</p>	<ul style="list-style-type: none"> Employ specialist teachers for PPA cover Increased CPD, specifically targeted teaching, dedicated reflection time and focused feedback Continued training and development of thinking skills 	<p>Certain subjects are taught by specialist teachers, ensuring PPA cover is purposeful and effective High quality training for all staff. Subject leaders to have dedicated release time for monitoring and support. Children who are not on currently track to meet their end of year targets will gain support from targeted quality first teaching</p>	<ul style="list-style-type: none"> Dedicated subject leader time for monitoring and support Half-termly data analysis Teaching and learning monitoring 	<p>SLT SMT- year leaders, English and maths leads, SENCO, Thinking Drive Team</p>	<p>Termly pupil progress meetings Annual review of PP spend Weekly monitoring</p>
<p>Total budgeted cost</p>					<p>£139,000.95</p>

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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?
To maintain positive outcomes for PP children in reading, writing and maths by the end of KS2. This will be measured by the KS2 outcomes for PP children	<ul style="list-style-type: none"> TAs employed in the afternoons to deliver targeted interventions, primarily for PP children who are not on track to meet their targets (including the most able) Teachers take booster sessions before and after school, mainly for writing, particularly targeting PP children to help accelerate progress TAs deployed to before school maths pre-teach sessions and conferencing 	<p>To diminish the difference in all core subjects for PP children.</p> <p>To improve outcomes in writing for PP children.</p> <p>To ensure those children who struggle in maths lessons have extra support and are able to access the curriculum effectively, making good progress.</p>	<ul style="list-style-type: none"> Pupil progress meetings Ongoing assessment and end of KS2 results Half-termly review of interventions Monitoring of interventions Booster group data analysis/review Writing moderation Intervention data analysis 	HT/DHT SENCO Year Leaders	<p>Termly pupil progress meetings</p> <p>Half-termly intervention analysis</p> <p>Half-termly data analysis</p> <p>Half-termly writing moderation (in and across schools)</p>
To improve learning, emotional and behavioural issues of specific pupils. To ensure that children with complex needs are identified early and appropriate support is put in place.	<ul style="list-style-type: none"> 2 non-class based ELSAs to work with children in class and complete 1:1 sessions with specific children to impact the learning and emotional barriers for them SLA with MABS, EP and deployment of external counsellor Children accessing specialist provision due to behaviour 	<p>A team of ELSAs who engage with specific children who struggle with their emotional behaviour.</p> <p>Support children who have suffered a loss or bereavement.</p> <p>High number of PP children presenting with behaviour issues.</p> <p>MABs support with personal support plans and give advice and ongoing support to school staff.</p> <p>Family support is given to specific families according to need.</p> <p>Identified children require specialist provision for behaviour</p>	<ul style="list-style-type: none"> Fortnightly pastoral meetings Fortnightly inclusion meetings Termly MABs reviews Monitoring reports Regular meetings with external providers 	AHT – behaviour manager	<p>Fortnightly meetings</p> <p>Weekly</p> <p>Annual review of SLAs</p> <p>Termly meetings with external providers</p>

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<p>To improve learning, emotional and behavioural issues of specific pupils. To ensure that children with complex needs are identified early and appropriate support is put in place.</p>	<ul style="list-style-type: none"> Employing an Educational Psychologist to provide 10 days EP time throughout the year Employing a trained counsellor to work with identified PP children 	<p>High number of PP children are presenting with complex learning needs. The EP runs assessments and ensures that the correct provision is put in place by advising SENCO, Behaviour Manager and class teachers by providing a comprehensive report and ongoing support. The counsellor works 1:1 with children who are struggling emotionally and require a trained professional to support them.</p>	<ul style="list-style-type: none"> Pupil Progress meetings Ongoing monitoring Review with counsellor at the end of program Pupil progress meetings 	<p>SENCO AHT – Behaviour manager AHT – behaviour manager</p>	<p>Annual review of EP contract Termly reviews</p>
Total budgeted cost					£83,350.90
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>The attendance of PP children improves</p>	<ul style="list-style-type: none"> Attendance officer to check attendance daily and closely monitor PP attendance rates, meet with parents and offer support. Rewards for good attendance given out weekly and half - termly. 	<p>This has had a positive impact over the last two years with attendance improving. The attendance officer also works with the Family Liaison Officer, ELSAs and teachers to offer support with PP persistent absentees to try to ensure they are not disadvantaged in their learning.</p>	<ul style="list-style-type: none"> Fortnightly inclusion meetings Attendance data analysis Attendance reports to Governors Termly Head Teacher Report 	<p>HT Attendance Officer</p>	<p>Half-termly</p>
<p>To improve learning, emotional and behavioural issues of specific pupils. To ensure that children with complex needs are identified early and appropriate support is put in place. The attendance of PP children improves. Increase parental engagement with the school.</p>	<ul style="list-style-type: none"> 0.4 Family Safeguarding Lead employed to work with children and families who need support (mainly PP) 	<p>This role has been successful over the last year, ensuring that children and families have the support they need from school. Desired increase in attendance figures. Desired reduction in PA figures. Reduction in PP persistent absence.</p>	<ul style="list-style-type: none"> Fortnightly inclusion meetings Attendance data analysis Attendance reports to Governors 	<p>HT/DHT Family safeguarding Lead AHT – Behaviour Manager SENCo HT Attendance officer</p>	<p>Half-termly (fortnightly meetings to ensure frequent review)</p>

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<p>To give PP children experiences they may otherwise not be able to have. To increase parental engagement with the school.</p>	<ul style="list-style-type: none"> PP trip support where requested Annual programme of events devised to ensure wide variety of experiences - outdoor activities, theatre group for example Staffing morning and after-school activities 	<p>Parents of PP children may not always be able to afford for their children to attend external trips – requirement to ensure no child is disadvantaged PP children will have an opportunity to experience activities they may otherwise not be able to have.</p>	<p>Annual review of trips</p>	<p>HT Year Leaders Admin Lead</p>	<p>Annually</p>
Total budgeted cost					£30,071

6. Review of expenditure

Academic Year

2017-18

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

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

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

7. Additional detail

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