



Drapers' Brookside
Infant & Junior School

Pupil Premium Grant 2019-2020 Drapers' Brookside Junior School

Our Pupil Premium Strategy Statement

The attainment gap has long been the most stubborn test facing English schools and the current COVID-19 pandemic has only increased this deficit. Now more than ever, the additional support given by the Pupil Premium Grant (PPG) needs to be strategically allocated in order to close the gap. However, the PPG is about more than just funding; the PPG focuses a school's attention on disadvantaged pupils, making their achievement a priority and it is this that is the PPG's greatest strength.

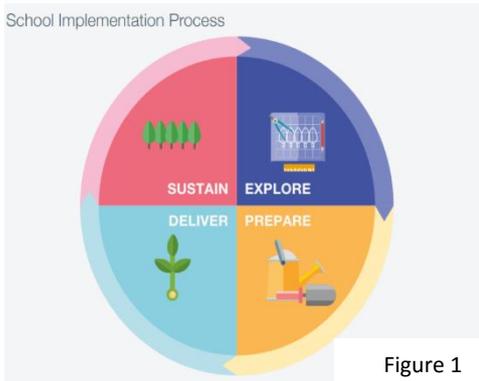


Figure 1

Although important, this focus on disadvantaged pupils should not distort our behaviour or distract us from what we are already doing well. Instead, we should build on these strengths using the school implementation process (figure 1), carefully considering any approaches that are adopted to support all children, including our most disadvantaged. A measured approach to the implementation of new ideas is key, for what really matters is not how great a strategy or intervention is in principle, but how well these ideas manifest themselves in the day-to-day work of people in schools.

This is why our PPG strategy sits at the heart of a whole school effort, with all staff understanding that effective teaching for disadvantaged pupils is also effective teaching for **all** pupils. This is why teacher CPD is essential; we need to grow and keep high quality teachers who facilitate effective learning. Our additional resources and intervention programmes also focus on specific gaps rather than specific cohorts of pupils, meaning that a wide range of pupils benefit from the strategies that we have identified for our PPG learners.

Current successful strategies that mirror the three tier implementation model include:

- Allocated SLT time for curriculum improvement and development
- CPD opportunities designed to support teachers at all stages of their career
- Premier Pathways students to 'grow our own' teachers within the school
- Additional teachers allocated to core subjects to enable key cohorts to be taught in smaller groups
- Responsive online learning platforms that provide individualised support
- Learning mentor and HSSW provision to remove barriers to learning
- Subsidised extracurricular activities
- Breakfast club





Areas to be developed:

- Robust, adapted baseline measures to assess the deficit left by remote learning
- Timely small group and 1:1 interventions using an EEF certified provider, in conjunction with the additional catch-up funding offered to schools
- Increased monitoring and support for parents and children who may experience increased barriers to attending school due to anxiety or financial implications

Additional COVID-19 measures

Due to the COVID-19 pandemic, it is not possible to present quantitative data that demonstrates the impact of PPG spending for the academic year 2019-2020. However, several qualitative indicators demonstrate that pupils have been effectively supported. Over the course of the remote learning period, we were able to support disadvantaged pupils by:

- Providing food parcels and food vouchers for children eligible for free school meals
- Offering places across all year groups for disadvantaged and vulnerable groups
- Maintaining regular contact with class teachers and the pastoral team through weekly phone calls
- Running live sessions via Zoom to provide continuous teacher-led provision for pupils
- Opening once a week over the summer break so that all children, including those eligible for the PPG, could access online learning platforms and reading books

We have identified the following areas that we will continue to develop in the event that we have to return to a remote learning environment:

- Identify children who do not have a working device at home and operate a loan system, whereby they can borrow a device from school to access live lessons and online learning platforms
- Continue to support families facing financial hardship with food vouchers and parcels in the event of another lockdown

Eligibility Criteria

Parents/guardians in England do not have to pay for school meals if they receive any of the following:

- Income Support
- Income-Based Jobseeker's Allowance
- Income related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,190
- Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit
- Guarantee element of State Pension Credit

A parent may wish to check their child's eligibility for Pupil Premium or continued free school meals (from Key Stage 2) and HC3S has an online system for this. You will need to enter your name,



address, national insurance number or asylum support service number. In addition, you will need to provide your child's name, date of birth and identify the school they are attending.

Pupil Premium is an important payment for schools and a good opportunity for eligible parents to get even more support for their children in schools.

How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At Drapers' Brookside Junior School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention.

At the end of each term, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Twice a year, each Pupil premium learner will have a one to one mentoring session to discuss their progress and personalised provision. Where necessary, this is followed up by a telephone call to their parents to discuss their child's progress and any potential barriers to learning.

Pupil Premium Funding and the impact of this is an item on each Local Governing Body meeting. There is a nominated Governor who will oversee the evaluation of the school's approach to the Pupil Premium Strategy.

NB. It may be necessary to revise how the impact of the Pupil Premium Grant is measured in line with developing restrictions around COVID-19 and potential disruptions to education.

Reporting

It will be the responsibility of the Principal, or a delegated member of staff, to produce regular reports for the Local Governing Body on:

- The progress made towards diminishing the difference, by year group, for disadvantaged pupils
- An outline of the provision that was made since the last meeting
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

The Local Governing Body will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of diminishing the difference, for disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

Review



Our Pupil Premium Strategy will be reviewed on an annual basis, following the release of the Key Stage Two Statutory Assessment results. The school will measure the impact of the strategy and identify areas for improvement.

Appeals

Any appeals against this strategy will be through the MAT complaints procedures.

September 2020



Pupil Premium Spending

SUMMARY OF PUPIL PREMIUM EXPENDITURE 2019-2020

Amount of PPG received - £139000

Activity	Project	Cost	Impact
Additional Staffing for PPG pupils	Vice Principal/Assistant Vice Principal	£124,146	<ul style="list-style-type: none"> • SLT continue to develop PPG strategy and identify target children. SLT have also focussed on curriculum development to provide skills, knowledge and cultural capital tailored to the needs of our pupil demographic, and CPD for teachers to ensure children have access to high quality practitioners • Pupil Premium Champion to work on diminishing the difference between PPG and non-PPG children. Twice yearly meetings with PP Champion have allowed tailored interventions based on pupil preference to be planned. • Learning Mentor to support children and families as their needs present. • Additional LSA time to run PP interventions. Impact on progress can be seen.
	Learning Mentor		
	Pupil Premium Champion		
	Learning Support assistants		
Extra-curricular learning	Music lessons by a peripatetic teacher for target children	£3762.88	<ul style="list-style-type: none"> • Target PPG children accessed a range of extracurricular activities and experiences • PPG children access breakfast club on a daily basis, providing them with a healthy start to the day • PPG children can read to an adult at breakfast club, which develops fluency and improves reading stamina • PPG children can access a range of extra-curricular clubs
	Breakfast club		
	After school clubs		
Curriculum enrichment	Maths Whizz	£5428.71	<ul style="list-style-type: none"> • PPG children showed increased levels of home learning. Where home learning was not evident, PPG pupils accessed in school clubs to accelerate learning. • Interactive provision allows for accurate tracking of home learning, which in turn allows for additional provision to be made in school • PPG grant ensured that all pupils were able to participate in educational trips and visits across the academic year • Pupils have also enjoyed subsidised visits from theatre companies
	Reading Eggs		
	Lexia		
	Support to enable children to access		



	educational trips and visits		<ul style="list-style-type: none"> Nurture groups have developed confidence in reading and wider skills for some lower ability or vulnerable children in Years 5&6
	Reading Champion nurture groups		
Targeted support	Uniform	£381.84	<ul style="list-style-type: none"> Uniform is provided where necessary to give all pupils a sense of belonging PE kits are readily available so that children can participate fully in all activities at school THRIVE group resources Lego Therapy resources
	Contingency for support as necessary		
TOTAL SPEND		£133,719.43	



Pupil Premium Strategy 2020 – 2021

<u>Pupil Premium Champion</u> Mrs Zoe Patten	<u>Pupil Premium SLT lead</u> Mrs Hannah Durham	<u>Pupil Premium Governor</u> Mrs Fiona Marsh
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Summary of School Information

Academic Year: 2019 – 2020	Total number of pupils: 240	Total Pupil Premium Budget: £128,000
Number of pupils eligible for PPG: 92 (39%)	Review date: September 2021	Governor review date: September/October

Barriers to Future Attainment

Internal Barriers

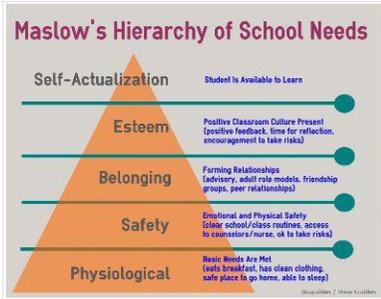
1. Lack of fluency in reading, due to limited enjoyment or rehearsal outside of school, leading to a negative impact on stamina for reading comprehension
2. Evidence of limited vocabulary across the curriculum, leading to negative impact on both reading and writing
3. Low starting points for the majority of children, in addition to significant mental health and wellbeing issues

External Barriers (home/situation/experiences)

4. Lack of access to devices or internet, preventing access to the whole spectrum of home learning opportunities in the event of another lockdown and/or isolation period
5. Barriers to attendance caused by disengagement, anxiety and financial hardship, including issues with availability of clean uniform
6. Some children may not have had a structured routine during lockdown/support from parents with home learning tasks



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	Action	Desired outcome	Rationale/Evidence	Monitoring impact?	Staff Lead
Tier 1: Teaching	Vice Principal/Assistant Vice Principal (1, 2, 3)	Curriculum intent, implementation and impact refined so that clear progression of skills and knowledge is evident across the school Curriculum reforms inspire children to learn Subject leader roles are developed and teachers both run and participate in CPD sessions to facilitate effective teaching across the school	EEF Pupil Premium Guide - Quality teaching helps every child - High quality curriculums inspire learners - Development and retention of staff is key	SLT, Phase and subject leader planning scrutiny Improved pupil outcomes in all areas Pupil Voice Teacher appraisals	JS/HD
	Learning Mentor (3, 5, 6)	Barriers to learning (behaviour, lack of equipment) are identified and addressed promptly to enable children to access learning in the classroom	Maslow's heirarchy 	Evidence of key groups seeing improved access to the classroom	KK FG
	Pupil Premium Champion (3)	Pupil voice is considered and makes a positive impact on the decisions made for the PPG: Pupils are able to discuss areas which they are finding difficult and appropriate intervention is made	- Pupil ownership is important when considering next steps: children should have a say in the things they feel they need more help with	Pupil Voice Termly pupil progress meetings	ZP



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	Action	Desired outcome	Rationale/Evidence	Monitoring impact?	Staff Lead
Tier 2: Targeted academic support	Learning support assistants (Barriers addressed: 1,2)	Additional time in the afternoon to allow targeted, structured interventions to take place, as per COVID catch up plan	EEF Pupil Premium Guide EEF Small Group Tuition - Interventions focus on specific gaps - Interventions are structured - 1:1 or small group intervention can add up to 5 months progress	Whole school COVID Catch Up monitoring Termly Pupil Progress meetings assessed against starting points	SB JS
	2 Eskimos reading assessment (1, 3)	<p>Improve reading fluency by ensuring pupils are placed on the correct reading stage</p> <p>Identify reoccurring errors or misconceptions and address these promptly</p> <p>Track progress of cohorts and demonstrate progress with recorded assessments</p> <p>Improved comprehension</p>	<p>Klauda and Guthrie, (2008)</p> <p>- Moderate to high positive correlations between measures of fluency and comprehension</p> <p>- An initial focus on the fluency of reading is associated with significant gains in both fluency and comprehension</p> <p>- Syntactic fluency – processing of individual sentences into a whole text, is also an important skill</p> <p>- Developing fluency and subsequently comprehension is reliant on the chosen text being of an appropriate level at both word and syntactic level</p>	<p>Individual pupil assessments</p> <p>Termly class assessments</p> <p>Termly Pupil Progress meetings</p> <p>Qualitative pupil voice data concerning attitudes to reading</p>	<p>HD</p> <p>JP</p> <p>Phase leaders</p> <p>Literacy leads</p>
	Additional reading books (1, 2, 3)	<p>Wider range of books in key book bands (e.g. turquoise) to promote reading enjoyment</p> <p>More up to date and age appropriate themes in both book bands and library books to further extend and develop a love of reading</p>	<p>Merga & Mason, 1999</p> <p>- adequate resourcing of the school library is an essential contribution to a reading culture, with the texts held by the library</p>		



			providing access to interesting reading materials for students (pp.185-186)		
Zones of Regulation (3)	Pupils and teachers are able to draw on a range of strategies to promote positive mental health and wellbeing, in turn creating environments that are more conducive to learning	EEF Social and Emotional learning - Social and emotional skills are essential for children's development, supporting effective learning and positive outcomes in later life.	Pupil Progress Meetings Behaviour management recording charts e.g. data from Class Dojo and Reflection Room recording sheets Unquantifiable datasets e.g. class teacher observations of behaviour in class	DB Phase leads Learning mentors	
Evidence based online learning platforms (1, 2, 3)	Responsive online learning platforms continue to allow teachers to track pupil progress and set appropriate tasks, whether this be in school or remotely.	Maths Whizz research - 60 minutes of usage per week yields 18 months progress Lexia UK - Early intervention can enable up to 7 months progress in some areas of reading	Pupil Progress meetings Homework monitoring charts Platform data	JS	
Increased focus on improving vocabulary across the curriculum (2,3)	Focused teaching of specific terms will improve both general comprehension and overall access to subjects at a higher level	Westgate and Hughes (2017) - some children's success at school across the entire curriculum is constrained by their lack of vocabulary - Explicit instruction, for example scaffolding, can bring words outside of children's everyday experience inside their frame of reference	Assessment of writing across the curriculum General improvements in pupil data across the curriculum Informal data gathered from conversations with children	HD Literacy Leads	



			<p>- Incidental learning also important; both methods working together produced gains for children</p>		
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	Action	Desired outcome	Rationale/Evidence	Monitoring impact?	Staff Lead
Tier 3: Wider strategies	Breakfast club provision (4, 5, 6)	<p>Pupils access a healthy breakfast and opportunities to complete online learning tasks or reading, preparing them for a day in school</p> <p>Pupils receive a consistent routine, which they may not experience in a busy household</p>	<p>EEF Magic Breakfast</p> <ul style="list-style-type: none"> - Improved pupil behaviour: tentative suggestion that attending breakfast club prepares pupils for learning - Improved attendance 	<p>Attendance data</p> <p>Behaviour monitoring</p> <p>Online learning platform participation data</p> <p>Reading with an adult data sheets</p>	AW
	Music tuition (3)	<p>Pupils access extracurricular opportunities in line with their more affluent peers</p>	<p>Policy Paper: Pupil Premium</p> <ul style="list-style-type: none"> - Schools may use pupil premium to provide music lessons for disadvantaged pupils. They may find that using pupil premium in this way helps to increase pupils' confidence and resilience and encourage pupils to be more aspirational 	<p>Pupil Voice</p> <p>Formal (e.g. graded exams) or informal (e.g. teacher assessed) achievements</p> <p>Participation in wider school, MAT and cluster events</p>	AW
	Device loaning scheme in the event of another national lockdown (3, 4, 6)	<p>In the event of another sustained period of remote learning, PPG eligible children are able to access a device to facilitate home learning</p>	<ul style="list-style-type: none"> - A key factor preventing some children from accessing live sessions during remote learning was the lack of available devices in the home, either due to sharing or not having one at all. Device loaning would mitigate this in some circumstances 	<p>Percentage increase in pupils accessing remote learning in the event of another national lockdown</p>	AW
	Attendance monitoring and support	<p>Attendance issues are monitored and addressed promptly, in a sensitive</p>	<ul style="list-style-type: none"> - Attendance directly linked to improved progress and 	<p>Attendance data</p>	<p>AW</p> <p>DW</p>



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Infant & Junior School

	(5, 6)	manner, to avoid barriers to learning due to anxiety or financial hardship	attainment - Social and emotional benefits	Vulnerable families monitoring data	Learning mentors
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Appendices

School Implementation Process

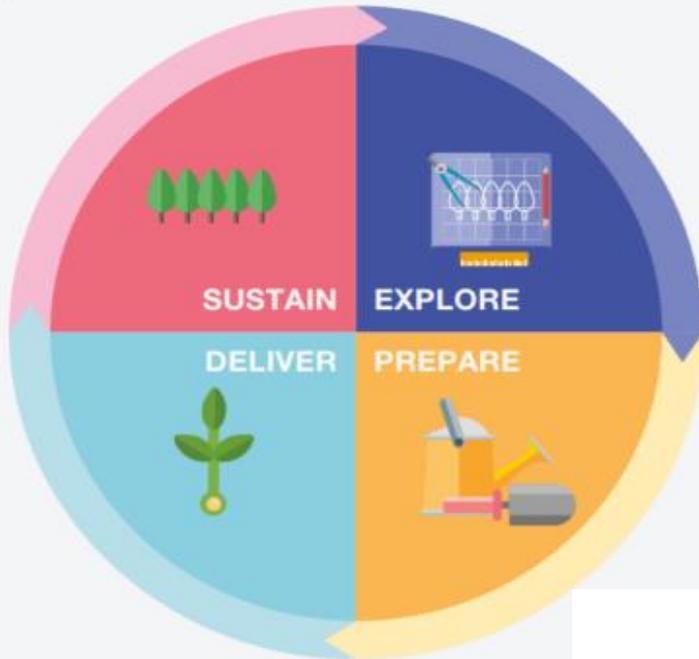


Figure 1

1 Teaching

for example

Professional development
Recruitment and retention
Support for early career teachers

2 Targeted academic support

for example

Structured interventions
Small group tuition
One-to-one support



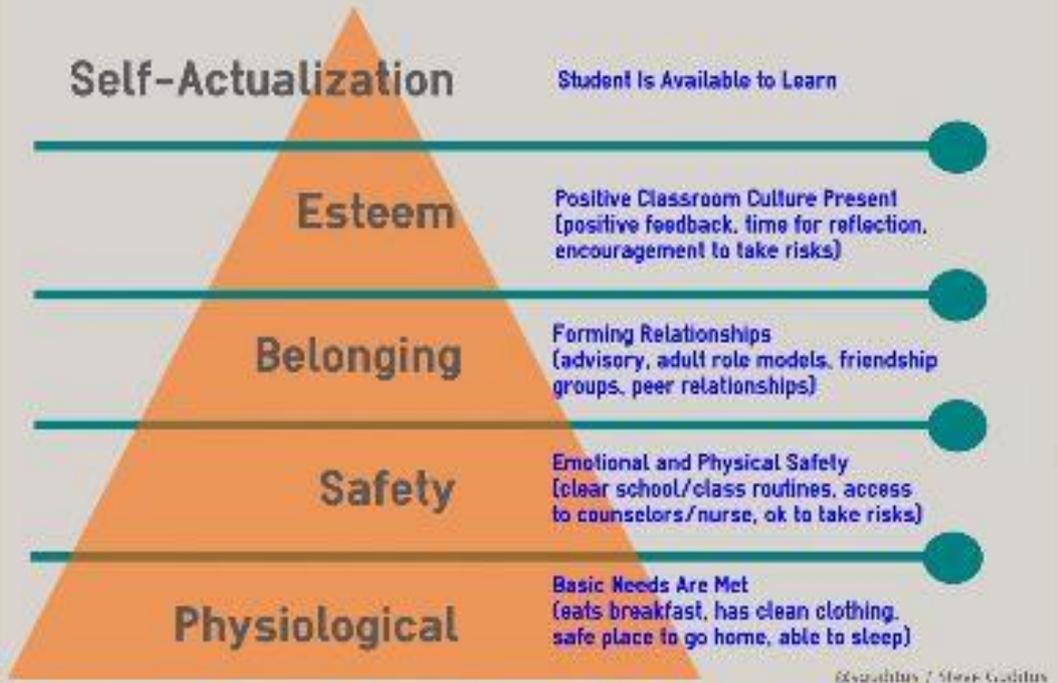
3 Wider strategies

for example

Behaviour approaches
Breakfast clubs
Increasing attendance



Maslow's Hierarchy of School Needs





References

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