



Pupil premium strategy statement 2020 - 2021

School overview

Metric	Data
School name	Brackley C of E Junior School
Pupils in school	224
Proportion of disadvantaged pupils	12.5%
Pupil premium allocation this academic year	£32280 Received funding for 27
Academic year or years covered by statement	Sept 2020 – August 2021
Publish date	July 2021
Review date	July 2022
Statement authorised by	Rosalyne Peet
Pupil premium lead	Rosalyne Peet
Governor lead	Roger Hiley

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Unable to report due to Covid 19 – No end of year assessments completed
Writing	Unable to report due to Covid 19 – No end of year assessments completed
Maths	Unable to report due to Covid 19 – No end of year assessments completed

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	N/A due to Covid
Achieving high standard at KS2	N/A due to Covid
Measure	Activity
Priority 1	Ensure that QFT teaching remains a high priority by providing RQTs and NQTs a high-quality mentoring/Coaching provision
Priority 2	To ensure high quality intervention are delivered to those pupils ae working below ARE
Priority 3	To ensure the emotional wellbeing of identified pupils is met in order for them to access the learning taking place.

Priority 4	To ensure all pupils have access to opportunities wider than the academic provision of the school.
Barriers to learning these priorities address	<p>4 NQTS at beginning of academic year. Pupils have been adversely affected by pandemic both academically and socially. New Year 3 pupils did not return to infant school so entering BJS with a 6-month break from schooling. Emotional and Physical well-being of all pupils due to lockdown.</p> <p>A disparity in engagement with home learning and support for those pupils eligible for pupil premium than for other pupils this has had an impact on resilience, independence and ability to reengage with the curriculum.</p>
Projected spending	£3074.55

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	New Targets will need to be set once baselines are established – <i>This wasn't achieved due to further lockdowns</i>	New Baselines established in July 2021 – <i>Subject leaders to set targets for next year.</i>
Progress in Writing	New Targets will need to be set once baselines are established – <i>This wasn't achieved due to further lockdowns</i>	New Baselines established in July 2021 – <i>Subject leaders to set targets for next year.</i>
Progress in Mathematics	New Targets will need to be set once baselines are established – <i>This wasn't achieved due to further lockdowns</i>	New Baselines established in July 2021 – <i>Subject leaders to set targets for next year.</i>
Phonics	New Targets will need to be set once baselines are established – <i>This wasn't achieved due to further lockdowns</i>	New Baselines established in July 2021 – <i>Subject leaders to set targets for next year.</i>
Other	New Targets will need to be set once baselines are established – <i>This wasn't achieved due to further lockdowns – PASS survey completed in April 2021, review set for Nov 2021</i>	New Baselines established in July 2021 – <i>Subject leaders to set targets for next year.</i>

Targeted academic support for current academic year

Measure	Activity
Priority 1	Introduce a new whole school approach to guided reading which focuses on all children accessing the same high-quality text, supplemented by Age related materials in focus group.

	<p>Review and develop remote learning so that all children can access high quality teaching – English and Maths to follow format of ONA</p> <p>Introduce new planning model which has a higher focus on writing structure including SPAG.</p> <p>Embed use of Accelerated reader in order to incentivise reading through class-based rewards systems and Inspire a love of learning.</p> <p>ARCH Reading to be maintained to raise self-esteem in UPKS2 where children are below ARE</p>
Priority 2	To ensure high quality intervention are delivered for those pupils who are working below ARE
Priority 3	Baseline to be completed for all Year 3 pupils in phonics and spelling, with intervention established early in order to address shortfalls
Priority 4	Profile of Mental and Physical well-being to be raised by putting a high priority on; PSHE in order to address issues in a real time framework; and establishing a daily exercise programme in order to get pupils moving.
Barriers to learning these priorities address	Gaps in progress due to pandemic.
Projected spending	£44175.66

Wider strategies for current academic year

Measure	Activity
Priority 1	To ensure all pupils have access to opportunities wider than the academic provision of the school.
Priority 2	Engage EWC to improve the attendance of PP students
Barriers to learning these priorities address	Current pandemic restricting access to wider opportunities.
Projected spending	£1771.37

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Current pandemic restricted face to face training, coach and mentoring for all staff.</p> <p>Maintaining pupils' motivation with Remote Learning.</p>	<p>Zoom staff meetings maintain, more focus was placed on online learning and personal CPD. Social distancing maintain for 1:1 support and coaching.</p> <p>2nd Lockdown - Highly quality resources provided weekly provided to maintain engagement.</p> <p>System established to allow children at home to continue to change books.</p> <p>ARCH reader not able to attend school</p>

Targeted support	Space due to pandemic small group and 1:1 rooms had restricted availability	Focus was provided to SEMH with targeted academic support happening in class.
Wider strategies	Engaging the families facing most challenges	Collaborate with other professionals – Attendance Vulnerable lists established for Pastoral Lead, AHT and HT which maintained Weekly/Daily contact with families. All pupils monitored on weekly basis for engagement – Where poor contact made.

Review: last year's aims and outcomes in blue (Reported on 2018 -2019 – More relevant due to challenges of pandemic)

Aim	Outcome
To ensure high quality intervention are delivered to those pupils are working below ARE	Focus needs to remain on QFT so that pupils have the experience of a wide and broad curriculum. Intense coaching process established from Sept 2020. Changes in curriculum need to be embedded for 2022. Several children are below ARE in all subjects inc. swimming, sports.... Focus needs to be on the subject that is going to have the greatest impact and ensuring that other skills are developed. Intense swimming lessons provided during Summer Hols 2021 To be continued
To deliver high quality 1:1 intervention in Maths (2 or 3 x Weekly delivered by BJS Staff)	This was exceptionally successful in particular where pupils were able to lead their learning i.e. with what they were covering in class. Not possible this academic year To be continued
To ensure the emotional wellbeing of identified pupils is met	This has been highly successful. Pupils individual needs are being met, this is evident in the reduction of reflections being managed by SLT. Highly successful again. Pathway for referral to be established on 2021 – 2022 To be continued
To provide quality maths intervention for pupils (Tutor)	Impact minimal – Consider on a case by case basis with new cohort entry. Not possible this academic year
To provide quality intervention strategies for pupils with low self-esteem in reading (ARCH)	Pupil enjoy the sessions and self-esteem has improved significantly along with a deeper joy for reading. Varying success on progress. Not possible this academic year. To be continued

<p>To ensure all pupils have access to opportunities wider than the academic provision of the school.</p>	<p>The academic measure cannot be proven through attainment. However, the social and emotional impact is significant. In particular the opportunity to see the pupil in a different environment on 'Non – residential' and how this supports personal growth is substantial. After-School Clubs not available this year. To be reestablished in Sept 2021 – Inc. Provision for Homework for PP/ Vulnerable learners.</p>
<p>Provide free uniform where the need is identified.</p>	<p>Children self-esteem increased.</p>
<p>BJS live story books completed for all LAC</p>	<p>This is good practice and has been valued by the LAC team, Virtual School and pupils. To be continued</p>