

Pupil premium strategy statement 2019 - 2020

School overview

Metric	Data
School name	Brackley C of E Junior School
Pupils in school	231
Proportion of disadvantaged pupils	9.5%
Pupil premium allocation this academic year	£31340 (22 Pupils)
Academic year or years covered by statement	Sept 2019 – August 2020
Publish date	July 2020
Review date	July 2021
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	2 NQTS and 1 RQT at beginning of academic year.
Projected spending	£3000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Unable to report due to Covid 19 – No Spring Term or end of year assessments completed. Baseline to be established once all children are settled into full-time attendance	Oct 2020
Progress in Writing	Unable to report due to Covid 19 – No Spring Term or end of year assessments completed. Baseline to be established once all children are settled into full-time attendance	Oct 2020
Progress in Mathematics	Unable to report due to Covid 19 – No Spring Term or end of year assessments completed. Baseline to be established once all children are settled into full-time attendance	Oct 2020
Phonics	Unable to report due to Covid 19 – No Spring Term or end of year assessments completed. Baseline to be established once all children are settled into full-time attendance	Oct 2020
Other	To ensure the emotional wellbeing of identified pupils is met through high quality	Oct 2020

Targeted academic support for current academic year

Measure	Activity
Priority 1	Review Curriculum Map for all Non-Core Subjects. Introduce a new whole school approach to guided reading which focuses on all children accessing the

	<p>same high-quality text, supplemented by Age related materials in focus group.</p> <p>Establish use of Accelerated reader in order to incentivise reading through whole-school approach and monitoring to reignite 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 new Scheme of work to be introduced in line with Infant School Scheme(Jigsaw)
Barriers to learning these priorities address	<p>New Curriculum will need reviewing at the end of year to ensure NC is fully covered, including establishing coverage from Infant School. New Tracking Tool to be established inline with changing needs of school (School Built System)</p> <p>What will be the impact of Pandemic?</p>
Projected spending	£21000

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.
Barriers to learning these priorities address	Current pandemic restricting access to wider opportunities. No timeframe on when this will ease at moment.
Projected spending	£2000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Full year of New Curriculum impeded by Lockdowns. NQT programmes and opportunities restricted due to Pandemic – NQTs didn't complete a 'true' year of teaching	<p>Focus of lockdown activities placed on Life Skills and World Tour (All Subjects covered through focus on a country a week).</p> <p>Further mentoring to be provided for NQTs in Academic Year 2020 – 21)</p>

Targeted support	Limited number of children in school. Remote learning means specific feedback and support limited to written. Core group of PP pupils engagement is limited. 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. New remote learning platform established which focused on positive reinforcement – engagement. New reward system established which enabled regular communication particularly for pupils at home.
Wider strategies	Engaging the families facing most challenges	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

Aim	Outcome
To ensure high quality intervention are delivered to those pupils ae working below ARE	Focus needs to remain on QFT so that pupils have the experience of a wide and broad curriculum. 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. 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 particularly where pupils were able to lead their learning i.e. with what they were covering in class 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 To be continued
To provide quality maths intervention for pupils (Tutor)	Impact minimal – Consider on a case by case basis with new cohort entry.

<p>To provide quality intervention strategies for pupils with low self-esteem in reading (ARCH)</p>	<p>Pupil enjoy the sessions and self-esteem has improved significantly along with a deeper joy for reading. Varying success on progress.</p> <p>To be continued</p>
<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 residential and how this supports personal growth is substantial.</p> <p>To be continued</p>
<p>Provide free uniform where the need is identified.</p>	<p>Minimal impact as children left in the first half-term.</p> <p>To be continued</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.</p> <p>To be continued</p>