

# School Information Summary

Brimington Junior School's Pupil Premium Profile 2016 - 2017	
<b>Total number of pupils in the school</b>	326
<b>Number of PP-eligible pupils:</b>	33%
<b>Amount per pupil:</b>	Ever 6 FSM (93) £1320 Looked after child (1) £1900 Forces children (2) £300
<b>Total pupil premium budget:</b>	£144,000

**Date of review:** Summer 2017

**Reviewer:** P Hickey (Exec Head)

**Evidence of school performance**

**Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:**

The school promotes equality of opportunity well. It has used its additional pupil premium funding effectively to improve the way it tracks the progress of eligible pupils, and to provide individuals with small group and one-to-one teaching where it is needed. Consequently, gaps between these pupils and others in the school are narrowing. In 2013, these pupils were on average two terms behind those of other pupils in the school in English but broadly in line with all pupils nationally. In mathematics, these pupils were about a term behind others in the school but in line with all pupils nationally.

Disabled pupils and those with special educational needs make progress which is at least as good as that of their classmates. This is because the headteacher carefully monitors how well they are doing and, working closely with class teachers and other adults in and outside of the school, makes sure that they receive the support they need to succeed.

**Summary of school's performance data:**  
Does the school's performance data indicate that **attainment** and **progress** for disadvantaged pupils are improving, and that **gaps** are closing, both within the school and compared to the national average?

	progress		At age expected		At age expected
Disadvantaged pupils reading progress	0.05	Disadvantaged reading attainment	52%	Disadvantaged reading national average	71%
Disadvantaged pupils writing progress	-4.03	Disadvantaged writing attainment	43%	Disadvantaged writing national average	79%
Disadvantaged pupils maths progress	-1.12	Disadvantaged maths attainment	48%	Disadvantaged Maths National average	75%
Disadvantaged pupils GAPS progress		Disadvantaged GAPS attainment	57%	Disadvantaged GAPS National average	86%

Y6 (April 2017) predictions suggest a closing gap with  
 71% of disadvantaged children on track to be age expected in reading  
 75% of disadvantaged children on track to be age expected in writing  
 71% of disadvantaged children on track to be age expected in maths  
 71% of disadvantaged children on track to be age expected in GAPS

**School's pupil premium statement:**

School pupil premium statement at: <http://www.brimington.derbyshire.sch.uk/>

# Data Audit

The table below is used to summarise the identified areas of focus, barriers to learning, chosen strategies and success criteria needed to improve outcomes for the school's disadvantaged pupils. This audit will be updated annually and will mainly focus on the next step gains for the school.

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
Experiential learning	Children not accessing full curriculum. Lacking a range of experiences due to socio-economic deprivation.	Provide opportunities for children to enjoy experiences which enable them to take part in the full curriculum e.g. London trip.	To ensure children take part in experiences all children are offered as well as additional ones aimed at pupil premium children. E.g. y5 pupil premium trip to observatory.	Residential trips and experiences	<ul style="list-style-type: none"> <li>Gain maturity</li> <li>Broaden experience</li> <li>Build deeper and shared relationships with staff and peers</li> <li>Access broad and rich curriculum</li> </ul>
Inclusion	Low self-esteem	Increased self-esteem	Neat and appropriately dressed for school	Provide school uniform	Feel part of school community
Enterprise	Metacognitive skills such as collaborative learning, problem solving.	Complete an enterprise project.	Increased metacognitive skills	Selling eggs	<ul style="list-style-type: none"> <li>Project runs smoothly</li> <li>Positive contributions from those involved</li> <li>Funds raised</li> </ul>
Self esteem	Low self-esteem and resultant behavioural issues	Self-esteem raised	Reduction in number of behavioural issues resulting from low self-esteem	Nurture groups, pod, forest schools	According to report compiled by Abe, all children in nurture groups made progress with listening actively and keeping on task in the classroom; the majority making significant progress. Good progress was also made as children became more aware of their own learning by asking for help and being proud of their achievements. Where score remains the same, apart from one exception, all other children had already scored highly prior to nurture provision.

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
Academic progress	Narrow academic gaps in learning between pupil premium children and non-pupil premium children	Data shows that gaps have narrowed.	Pupil premium children are working at same level as non-pupil premium children and are fully included in the curriculum.	Using general and SEN teaching assistants to provide targeted support.	Data shows gap between pupil premium and non-pupil premium is narrowing. (See data predictions on previous page)
Assertive mentoring	Low confidence and self-esteem; awareness of own target	Children have chance to discuss academic, personal and social issues	Pupil premium given opportunity to discuss their learning	HLTA takes class and allows class teacher quality time for pupil interviews	Pupil premium children prioritised for assertive mentoring meeting revs, ensuring they each receive three each academic year.

## Strategy Audit

An audit is used to help to provide a refreshed focus on the school's pupil premium strategy. The headteacher and governors should own the plan, which should identify the main strategies, owners and milestones, with dates to review and evaluate the success of each strategy.

Cost £171,649

Pupil Level Strategies			
Strategy	Is there a system in place?	Is it having an impact?	Cost
Identifying barriers to learning for PP pupils			£670 (Tai Chi) £1256 (Trip subsidy) £2160 (uniform)
Individual strategy plans in folders			
Strategies delivered with in-depth training			£2000
Telling the story: Creating an audit trail			
PP Learning Walks		Identified need to clarify how we communicate targets	£400 2 days non-contact
PP Student Shadowing			
PP Student Voice			
Deployment of the best staff to support disadvantaged pupils			KW £29,195 RW £29,195 JL £20,832
Feedback – reading (+8)		Assertive mentoring/ Brillington time	
Feedback – writing (+8)			
Feedback – maths (+8)			

Meta-cognition and self-regulation (+8)		Mindfulness for y5/6 and project with no name	£800 (mindfulness) £1000 (project with no name)
Self-Regulation Strategies (+7) EYFS			
Communication and Language Approaches (+6) EYFS			
Earlier Starting Age (+6) EYFS			
Early Numeracy Approaches (+5) EYFS			
One to One Tuition (+5)			
Collaborative Learning (+5)		Project with no name	
Mastery Learning (+5)			
Oral Language Interventions (+5)			
Reading Comprehension Strategies (+5)		Book group	£3000
Peer Tutoring (+5)			
Digital Technology (+4) EYFS + KS1/2			
Early Literacy Approaches (+4) EYFS			
Small Group Tuition (+4)			
Social and Emotional Learning (+4)		Nurture/jigsaw	£6,034 (PP) £15,668 (Nurture)
Behaviour Interventions (+4)			£800
Outdoor Adventure Learning (+3)		Forest school	£3,017 (MA)
Parental Involvement (+3)			£22,584 (KH)
Arts Participation (+2)			£2000 (exhibition)
Individualised Instruction (+2)		Assertive mentoring	
Learning Styles (+2)			
Mentoring (+2)			£27,256 (SW)
Homework (+2)			
Summer Schools (+2)			

Extending School Time (+2)			£1472 (breakfast Club)
Teaching Assistants (+1)			
Improving attendance			Louise Time £2256 (4 hours per week)

## Monitoring Strategies

Strategy	Is there a system in place?	Is it having an impact?	Cost
Excellent collection, analysis and use of data for individuals and groups			
When a pupil's progress slows, interventions are put in place rapidly			
Improving trend for FSM attainment			
Reducing gaps between PP and non-PP			
Reducing gaps between PP and national benchmarks			

Strategy	Is there a system in place?	Is it having an impact?	Cost
Senior leader with oversight of how PP funding is being spent			
Strategies to improve teaching and learning			
Regular review of PP strategies			
PP ring fenced to spend on target group			
Deciding on desired outcomes			
Appraisal is used to reinforce the importance of PP effectiveness			
Effectiveness of TAs is evaluated and if necessary, improved			
An ethos of high attainment for all pupils			

## Stakeholder Strategies

Strategy	Is there a system in place?	Is it having an impact?	Cost
Parental Engagement (+5) EYFS			
Raising aspirations (+0)			
100% buy in from all staff			
Governor training and monitoring of PP			
Teachers know which pupils eligible for PP			

## **Analysis and Challenge (summary)**

Following the data audit, strategy audit and school follow-up visits, the reviewer might undertake a more detailed analysis of the school's self-evaluation, and draw on evidence of their findings to consider whether answers to the following questions require a revision of the strategies that the school is following:

- The school has clearly identified barriers to learning for pupil premium children in a rigorous way.
- The strategies identified for the coming year reflect the issues raised in the initial work to identify the barriers to success.
- The more rigorous approach adopted to identifying barriers to learning for pupil premium children will be repeated for new cohorts of children arriving at the school.
- Other strategies which are similar to previous years reflect the school leaders' confidence in the positive impact they are making.
- Analysis of data has also helped inform strategies to target areas of weakness in the coming year.
- The school has raised the profile of pupil premium children by, for example, learning walks with a pupil premium focus and introducing a new pro-forma aimed at recording and collating data and identifying areas for targeted intervention or extra input.

## Whole School Action Plan

Strategy	Outcomes and success criteria	Owner	Milestones	Review date	Cost	Total cost
Nurture	<ul style="list-style-type: none"> <li>Pro-formas to collect barriers to progress for PP children revealed that poor self-esteem was the main issue on the list of criteria on the form.</li> <li>Improved self-esteem for pupil premium children revealed by data at beginning and end of nurture programmes to boost self-esteem. Pod, Forest Schools, Positive Play, Jigsaws.</li> <li>Children involved in nurture show noticeable improvement in behaviour.</li> <li>Academic progresses reflects more positive self-esteem.</li> </ul>	teaching staff, head of inclusion and support, designated SEN teaching assistant	<ul style="list-style-type: none"> <li>Teachers identify which children will benefit from nurture intervention.</li> <li>Teachers undertake an initial assessment of self-esteem and well-being with a questionnaire on the children.</li> <li>After programme, teachers complete another self-esteem assessment to assess impact.</li> <li>SEN teaching assistant undertakes an end-of-year review of children who had nurture to assess overall impact of nurture intervention.</li> </ul>	July 2018	£6,034 (PP) £15,668 (Nurture) £3,017 (MA)	£24,719
Focussed, writing intervention	<ul style="list-style-type: none"> <li>Y5 boys (including pupil premium – only 42% at expected level in April 2017) are an issue in writing.</li> <li>Greater percentage of Y6 children (including pupil premium) on track for writing by assessment point 1 for academic year 2017-2018.</li> </ul>	Pupil Premium coordinator, Y6 teaching staff	<ul style="list-style-type: none"> <li>Aim is to provide targeted y6 children from the Autumn term onwards with focussed, purposeful reasons to write e.g. school newspaper set up as an enterprise project.</li> <li>Pupil Premium co-ordinator liaise with Y6 teaching staff to identify children (leaning towards pupil premium children) who will benefit from intervention.</li> <li>Pupil Premium co-ordinator works with groups on writing projects with clear focus and purpose.</li> <li>Assessment points show progress.</li> </ul>	July 2018		

Strategy	Outcomes and success criteria	Owner	Milestones	Review date	Cost	Total cost
			<ul style="list-style-type: none"> <li>Ongoing discussions with Y6 teaching staff to ensure provision is targeted accurately.</li> </ul>			
Subsidised trips	<ul style="list-style-type: none"> <li>Provide trips for PP children exclusively or subsidise PP children to go on whole school or year group trips.</li> <li>PP children able to access all of curriculum i.e. hooks for learning at start of topic.</li> </ul>	Head of school, teaching staff	<ul style="list-style-type: none"> <li>Teaching staff identify which children are in danger of missing out on trips.</li> <li>Staff discuss individual child's needs with head of school.</li> <li>Head of school decides whether to allocate funds to subsidise trip.</li> </ul>	July 2018	£670 (Tai Chi) £1256 (Trip subsidy) £2160 (uniform)	£4,086
Provision mapping	<ul style="list-style-type: none"> <li>Targeted provision mapping based on teachers' data to boost PP children in literacy, numeracy and reading.</li> <li>Children's attainment and progress improves through the year as a result of high quality targeted interventions.</li> </ul>	Teaching staff, teaching assistants	<ul style="list-style-type: none"> <li>Teacher make initial assessments of children in Autumn term.</li> <li>Assessments lead to targeted interventions being set up which are led by teaching assistants or carried out in class by teacher.</li> <li>Assessment points and ongoing formative and summative assessment reveal impact of interventions.</li> </ul>	July 2018	£22,584 (KH)	£22,584
Assertive mentoring	<ul style="list-style-type: none"> <li>EEF toolkit suggests that 8 months progress can be gained with effective targeted feedback.</li> <li>Children able to discuss their targets and what they need to do achieve them and feel empowered to achieve more.</li> <li>Pupils make accelerated progress as a result of high</li> </ul>	Class teachers, head of school, Pupil Premium co-ordinator.	<ul style="list-style-type: none"> <li>HLTA to give teachers time to discuss all aspects of school life, academic and non-academic and set curricular targets or non curricular where needed to each pupil in their class up to 3 times a year.</li> <li>PP children are given priority in assertive mentoring.</li> <li>School head and Pupil Premium co-ordinator to</li> </ul>	July 2018	£27,256 (SW)	£27,256

Strategy	Outcomes and success criteria	Owner	Milestones	Review date	Cost	Total cost
	quality teacher-pupil discussions.		monitor the quantity and quality of assertive mentoring in discussions with pupils and teaching staff at least twice in the year (Christmas and Easter)			

