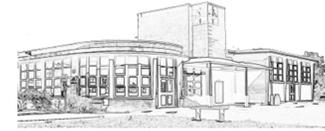




Broomhill Junior School



Pupil Premium Spend Planned Outcomes, Impact and Review – 2018-19

Area of Spend	Reason and barriers that plan to be addressed.	Intended Outcome/Impact	Review	Next Steps for 18-19
Employment of Learning Mentor	<p>Multiple pupils in each year group have been identified as having pastoral needs, and these needs cannot be properly met by a class teacher alone. These needs ranging from low self-esteem to anxiety are barriers to children learning and achieving.</p> <p>Attendance for Pupil Premium pupils is below the national average, whilst attendance for non PP is above the national average.</p>	<ul style="list-style-type: none"> • Attendance for Pupil Premium pupils improves from current level. • A range of social skills and personal development interventions are implemented, reviewed and successful. • Behaviour logs show improved behaviour within and beyond the classroom – eg detention and exclusion records show reduced numbers for Pupil Premium Pupils. • Provide a voice for the school and pupils at multi-agency meetings for pupils at high thresholds of risk. 		
Subsidy of camps, visits and music lessons	<p>All pupils should have access to the full curriculum, including enrichment, no matter what their parents' financial background.</p>	<ul style="list-style-type: none"> • All children to have attended all trips (unless ill or withdrawn by parents). • No trips cancelled due to insufficient funds • Percentage of pupils attending Dean Field and Barton camps to broadly reflect the school make up (eg 24% FSM) 		

Area of Spend	Reason and barriers that plan to be addressed.	Intended Outcome/Impact	Review	Next Steps for 18-19
Additional Adult Support for Homework	Significant numbers of pupils, (30+ most weeks) are not handing in homework. Of these pupils, the majority are Pupil Premium.	<ul style="list-style-type: none"> • At least half of all Pupil Premium pupils regularly hand in their homework, completed to the required standard. • As a result of homework being handed in, pupils feel more positive about homework. • Homework club is attended regularly by at least 20 Pupil Premium children. 		
PP have additional support to reach greater depth in maths and reading	With a focus on increasing the percentage of children overall achieving greater depth especially in maths and reading, PP children also should have opportunity to achieve at this level	% of PP children achieving greater depth should be at least that of non PP.		
1:1 Feedback in writing and maths	Sutton Trust evidence suggests that feedback is one of the most cost effective ways of raising attainment. Writing and maths conferences last year were very effective at engaging pupils in their targets, helping them to understand more clearly both what their target meant, and also how they could achieve it.	<ul style="list-style-type: none"> • All Pupil Premium pupils to receive maths and writing conferences by the end of Term 2, and again by the end of Term 4. • Pupils have a clear understanding of their targets. • All targets communicated to parents at both parents evenings and in final report. 		
Dedicated Pupil Premium Bug Club/Rapid reading staffing	Bug Club and Rapid Reading have been proved to be nationwide effective interventions and support materials for reading, boosting engagement and understanding in a wide range of Year Groups.	<ul style="list-style-type: none"> • All pupils who receive Rapid Reading intervention should make at least seven steps progress in Reading. • All Pupil Premium pupils to have access to Bug Club before school at least once per week. • At least 40% of Pupil Premium pupils to receive either Bug Club club work, or Rapid by the end of the school year. 		

Area of Spend	Reason and barriers that plan to be addressed.	Intended Outcome/Impact	Review	Next Steps for 18-19
1:1 reading LSA support	Particularly in lower school, there is a lack of support for Pupil Premium pupils in reading at home despite ideas and encouragement being communicated to all parents at regular intervals.	<ul style="list-style-type: none"> • All Pupil Premium children to be heard read at least 4 times per week in lower school – twice in guided reading and twice more by 1:1 LSA. If pupils are in receipt of Rapid Reading also, they will be heard every day. 		
Targeted 1:1 intervention including social and emotional support	Evaluation of data identified specific pupils who required additional support beyond QFT. Over the past three years, the 1:1 funding has been very effectively used to provide not only educational support, but also pastoral support with the interventions teacher (AH) who builds highly effective relationships, which in turn lead to greater confidence in school.	<ul style="list-style-type: none"> • All LAC pupils to receive 1:1 tuition for the whole year. • Pupils at risk of exclusion, and those most disaffected to receive 1:1 or small group work. • Pupil Premium pupils who have a specific area of need to receive small group or 1:1 intervention for at least two terms in their area of need. • 80% of pupils to make seven steps progress in academic subjects where they have received 1:1 or small group support from AH. 		