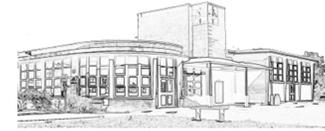




Broomhill Junior School



Pupil Premium Spend Planned Outcomes, Impact and Review – 2017-18

Area of Spend	Reason and/or Evidence	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.</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. 	<p>Learning mentor worked with four different groups across the school and five children on a 1: 1 basis.</p> <p>One Looked After Child had daily opportunity to meet with the LearningMentor to provide reassurance and support. On many occasions this child needed to be out of class to provide emotional support. Without this support this child would have needed to be excluded and lost motivation. However she had only 1 exclusion and achieved really well in her Y6 SATs. Three children in Y6 had regular mentoring enabling them to complete the year successfully. Some of this support also took place as coaching in the classroom.</p>	.
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 All children to have attended all trips (unless ill or withdrawn by parents).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 35% Pupil Premium) 	<p>Subsidy for these enrichment activities have enabled significant number of children who would not have taken part to be able to access these opportunities.</p> <p>Lower School Camp 20 % of children taking part were FSM; Upper school Camp 17% were FSM children.(FSM percentage was 24%)</p>	

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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. 	<p>Two children who most persistently did not do homework completed it more than 80% of the time due to having a specific time allocated with an adult to support them with it if required.</p> <p>Homework club was well attended with over half on average being PP children.</p>	
PE Kit Subsidy	A number of Pupil Premium pupils in each class do not have the correct PE kit in school, despite reminders via newsletters, parents evenings etc. As a result, these pupils are consistently missing out on active lesson time.	<ul style="list-style-type: none"> • All pupils are able to take part in PE in the correct kit. • No child is regularly penalised for having the wrong or no kit as a result of lack of parental support. 	All PP children who persistently do not have PE kit were provided with a kit in school. No child was penalised for not having a kit if they were FSM.	
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. 	This took place and PP children received two pupil conferences over the year. Targets were communicated to all parents.	
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 work, or Rapid by the end of the school year. 	PP children receiving Bug Club have made accelerated progress of 7.7 steps on target tracker. (6 steps is expected)	

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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. 	<p>PP children have been prioritised in additional reading support.</p> <p>PP children made on average the same progress as non-pupil premium in Y3 and 4 and greater progress in Year 5 and 6 in reading.</p>	
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. 	<p>Progress of children receiving 1: 1 support including LAC children was 7.4 steps progress(6 steps is expected)</p> <p>LAC children made on average 8 points progress</p>	.