



Pupil premium strategy statement: Name of school:

1. Summary information					
School	Brookfield Junior School				
Academic Year	2017-2018	Total PP budget	£124,380	Date of most recent PP Review	N/A
Total number of pupils	236	Number of pupils eligible for PP	82	Date for next internal review of this strategy	Sept 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	54%	61%
% making expected standard or above in reading	72%	71%
% making expected standard or above in writing	62%	76%
% making expected standard or above in maths	66%	75%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low aspirations and attitudes to learning.
B.	Low level behaviour issues across the school are having a detrimental effect on their academic progress and that of their peers.
C.	Social and emotional mental health needs
D.	Additional Educational Needs have a significant barrier to learning. (32% of PP pupils below expected on SEN or Vulnerable Pupil register)

External barriers *(issues which also require action outside school, such as low attendance rates)*

E. Some parents lack confidence to support their child's learning / poor parental engagement.

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To diminish the difference in attainment between Pupil Premium and Non-Pupil Premium Pupils across Reading, Writing and Maths.	Pupil premium pupils will make accelerated progress in Reading, Writing and Maths.
B.	To improve behaviour across the school.	Fewer behaviour incidences recorded and lower detentions.
C.	To build resilience and decrease passive disengagement for Pupil Premium Pupils.	Improved well-being and involvement scores for Pupil Premium Pupils.
D.	To increase parental engagement and home support.	Increase in support at home for homework and daily reading.

5. Planned expenditure					
Academic year	2017-2018				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To diminish the difference in attainment between Pupil Premium and Non-Pupil Premium Pupils across Reading, Writing and Maths combined.	TA training from STLS to support corrective teaching. Expectation for TAs to focus support for underachieving, disadvantaged pupils? High Quality First teaching strategies across all classes.	Pupil Premium children are underperforming in relation to their Non-Pupil Premium peers at achieving the combined standard for Reading, Writing and Maths. High quality, corrective teaching will help identify misconceptions and gaps in learning to help diminish the difference in attainment.	Bespoke training from STLS in Tonbridge and Malling to support corrective teaching. Pupil Progress meetings Tracking of the impact of interventions. Lesson observation and book scrutiny.	SENCo Maths Lead English Lead	On-going
To improve behaviour across the school.	Introduction of whole school behaviour ladder and clear sanction and reward system. Consistent use of whole school dojo scheme.	Low level behaviours in some classes are having a detrimental effect on the individual's learning and that of their peers.	Regular monitoring of behaviour across the school through learning walks. Monitor detention logs. Lesson observations/Pupil voice.	SENCo SLT	On-going

To build resilience and decrease passive disengagement for Pupil Premium Pupils.	Staff training on the Introduction of Growth Mindsets to embed a whole school approach to raising high expectations for all pupils.	32% of Pupil premium pupils below expected standards for Reading, writing and Maths are on the SEN/Vulnerable pupils' registers with many in need of support for challenging home lives and SEMH.	Lesson observation and learning walks to see implementation of the Growth Mindsets approach and strategies.	SEN SLT	March 2018
To increase parental engagement and home support.	Achievement For All Programme and Structured conversations. FLO to liaise with school currently the programme.	Evidence through the EEF Toolkit that this programme has proven results to improve engagement of parents.	Liaison with FLO and AfA coach. Monitoring of parent engagement levels and satisfaction/parent voice	FLO	Feb 2018
Total budgeted cost					£22,060

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To diminish the difference in attainment between Pupil Premium and Non-Pupil Premium Pupils across Reading, Writing and Maths combined.	Introduce 1:1 mentoring and continue targeted small group support to tackle misconceptions. High quality 1:1 and small group interventions.	Some children need targeted support to catch up. 1:1 mentoring is shown to be an effective method to support children's on-going next steps and raise expectations.	Ensure misconceptions are corrected quickly. Monitor progress of PP through book scrutiny. Continual tracking of Pupil data through Pupil Progress meetings.	All class teachers SENCo	May 2018
To improve behaviour across the school.	Use of individual Behaviour logs and restorative approach to behaviours. Small group and 1:1 interventions	Low level behaviours in some classes are having a detrimental effect on the individual's learning and that of their peers.	Monitoring of pupil's behaviour and behaviour log grades. Liaison with class teachers regarding implementation of behaviour management. Courses attended on behaviour management strategies for allocated staff members.	SENCo	Jan 2018
To build resilience and decrease passive disengagement for Pupil Premium Pupils.	Programmes of work/support strategies used to increase well-being/resilience/attachment. Enrichment days	32% of Pupil premium pupils below expected standards for Reading, writing and Maths are on the SEN/Vulnerable pupils' registers with many in need of support for challenging home lives and SEMH.	Regular monitoring of Leuven scales for disadvantaged pupils. Regular Pupil Progress meetings to track progress, attainment and well-being.	SENco	On-going

To increase parental engagement and home support.	Introduction of focused Homework club for disadvantaged pupils.	Some pupils need tailored homework tuition due to chaotic home lives and lack of educational support.	Feedback from staff Pupil voice Monitor completion of homework for PP pupils.	SENCo FLO	Jan 2018
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Total budgeted cost £97,500

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High Quality First Teaching throughout the school.	Regular work scrutiny and lesson observations	Continued high expectations to raise standard across the school for all pupils.	SLT & GB monitoring	Headteacher	On-going

Total budgeted cost £5000

6. Review of expenditure

Previous Academic Year	2016-2017 (Please see previous report on the website for 2016-2017)				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)		Cost

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail