



School	Bromley Heath Junior School				
Academic Year	2018-19	Total PP budget	<i>Projected:</i> £15,080	Date of most recent PP Review	January 2018
Total number of pupils	237	Number of pupils eligible for PP	13	Date for next internal review of this strategy	January 2019

Current attainment (Y6 cohort 2017-18)			
	<i>2 pupils eligible for PP (your school)</i>	<i>All pupils at BHJS (national average)</i>	<i>Gap (positive or negative)</i>
% achieving expected standard in reading, writing and maths	100%	78% (64%)	+ 22%
% achieving expected standard in reading	100% (100% gds)	87% (75%)	+ 13%
% achieving expected standard in writing	100% (100% gds)	90% (78%)	+ 10%
% achieving expected standard in maths	100% (50% gds)	87% (76%)	+ 13%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Lack of self-confidence and resilience
B.	Consistent year on year attainment in reading, writing and maths at EXS or better, building on success
C.	Consistent good progress from KS1

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

D.	Lateness for individuals
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2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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A.	To develop self-confidence and resilience	<ul style="list-style-type: none"> • Children will have strategies to overcome difficulties e.g. in friendships or academic challenges. • Children will see themselves as able to develop academically and recognise that through effort, their outcomes will improve and that this is worthwhile. As a result, the negative gap (from 2016-17) will continued to close. • Individuals who are not responding to the reading and growth mindset support will have additional strategies addressed through pupil progress meetings. This could include additional focus from teaching assistants or teachers within or without of the classroom.
B.	For all PP children in the cohort of 2018-19 to achieve the expected standards or above in reading, writing and maths,	<ul style="list-style-type: none"> • All children to achieve the standards in Reading, Writing and Maths • For there to be no negative gap between pupil premium and non-pupil premium children.
C.	To ensure good or better progress from Ks1 to Ks2 attainment outcomes	<ul style="list-style-type: none"> • 2018-19 data will demonstrate children who were level 2 in the infants will be at expected level and L3 greater depth/ higher level as a minimum. • Scaled scores to show accelerated progress.
D.	TO support lateness issues individually	<ul style="list-style-type: none"> • Individual strategies which support families will be implemented e.g. breakfast club to support circumstances.

3. Planned expenditure

Academic year

2018-19

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 ?
<p>All pupil premium children to attain expected standard in Reading, Writing and Maths end 2019.</p>	<ol style="list-style-type: none"> 1. Reading support 2. Growth Mindset work with the Sports' Coach to encourage independence and ambition, including a mentoring approach and behaviourally based dependent on need. 3. Teaching assistant support in class to support writing targets, focussed on individual feedback. 	<p>Children from disadvantaged backgrounds are far less likely to get good GCSE results. Attainment statistics published in January 2014 show that in 2013 37.9% of pupils who qualified for free school meals got 5 GCSEs, including English and mathematics at A* to C, compared with 64.6% of pupils who do not qualify. BHJS results in 2016 and 17 showed pupil premium children attaining less highly than other pupils, though this was reversed in 2018.</p> <p>Mentoring and Behaviour interventions have been shown to have a high impact according to the 'Teaching and Learning Toolkit' produced by the Education Endowment Fund.</p> <p>Reading comprehension strategies have been shown to have a high impact according to the 'Teaching and Learning Toolkit' produced by the Education Endowment Fund.</p> <p>Feedback has been shown to have a high impact according to the 'Teaching and Learning Toolkit' produced by the Education Endowment Fund. Feedback is often more effective when given at the time.</p> <p>Reading support provision was found to be 'outstanding' in a review of Pupil Premium.</p>	<p>-Tracking of progress with actions in place if not good or better</p> <p>-Observations and monitoring of provision ensuring that it is highly effective</p>	<p>Head/ Pupil Premium lead Reading Assistant Breakthrough Coach Class teachers</p>	<p>Terms 2, 4 and 6</p>

Progress from KS1 to be at least in line with national for all children	As above. 1. Focus during 'Pupil Progress meetings' tracking progress carefully and separately as a cohort against non-pupil premium.	As above. Analysis during the 'Pupil Premium Review' found that whilst Pupil Premium children were making accelerated progress compared to non-pupil premium, this should be tracked separately so that comparisons can be followed.	-Whole staff training on school context of Pupil Premium and ambition for all -Pupil Progress meetings with a focus on Pupil Premium tracking progress and learning behaviours across all year groups		Terms 2, 4 and 6
Total budgeted cost					£5500 reading £4875 for Growth Mindset (Breakthrough) £10, 375
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 ?
Excellent attendance of all Pupil Premium children in line with BHJS target of 98% for all children.	<ol style="list-style-type: none"> 1. Tracked attendance for Pupil Premium children. 2. Family Link Worker involvement with parents to support attendance. 3. Breakfast club used for individuals to ensure lateness is not a concern. 	<p>Poor attendance has been shown to have an impact on pupil's outcomes and is a continuing issue nationwide.</p> <p><i>For pupils at the end of KS2, as the level of overall absence increases the proportion of pupils achieving a level 4 or above and a level 5 or above in reading and mathematics tests decreases. This link between overall absence and attainment is evident whether we look at increasing overall absence rates or increasing number of weeks missed. An alternative presentation, where pupils are grouped equally into percentiles based on their ordered overall absence rates, showed a more gradual, but still downward, trend. This link between absence and attainment has remained similar over the past six academic years (since 2008/09). DFE report 2016.</i></p>	-Termly attendance tracking with a separate focus on Pupil Premium.	Head (attendance lead)/ Pupil Premium lead Family Link Worker	Terms 1, 2, 3, 4 , 5 and 6

To develop a Growth Mindset Approach and promote positive well being	<ol style="list-style-type: none"> 1. Social and emotional support through Family link Worker to support learning in school 2. Growth Mindset work with the Sports' Coach to encourage independence and ambition 3. Some individuals may require counselling or Behavioural support. 	The child poverty report finding, stated ' <i>social disadvantages, such a negative prior educational experience, low confidence, poor health, and limited information, advice and guidance which lock negative attitudes and practices in place from an early age.</i> '	Monitoring through observation and pupil voice, including comparisons over time.	Head Pupil Premium lead Family Link Worker Breakthrough Coach	Weekly discussions and end T2, 4 and 6 review.
Total budgeted cost					<p>£500 breakfast club £500 for Behaviour support</p> <p>£4650 for Family Link worker</p> <p>Total: £5150</p>
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 ?
All children to be included in all opportunities regardless of background.	<ol style="list-style-type: none"> 1. Half payment by school of all trips and camps for Pupil Premium. 2. Payment of clubs for individuals. 	Children who are fully included within all aspects of school life are likely to have stronger friendships and improved relationships within the school community.	-Pupil voice	School Business Manager Head/ Pupil Premium lead	Ongoing. Discussions will also take place with individuals around costs as it might be more flexibility is needed.
Total budgeted cost					£1800

4. Review of expenditure

Previous Academic Year

£16,333

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																														
<p>To improve outcomes at the end of KS2 for PP children in Reading and Maths.</p> <p>All Y6 children will achieve the standard or a higher level score.</p>	<p>PP 1-1 for writing/ Maths support</p> <p>Reading support</p>	<table border="1"> <thead> <tr> <th>AT STANDARD</th> <th>Reading</th> <th>Writing</th> <th>SPAG</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All children</td> <td>87% EXS 35% GDS</td> <td>90% EXS 40% GDS</td> <td>87% EXS 40% GDS</td> <td>87% EXS 27% GDS</td> </tr> <tr> <td>Pupil Premium (2 children)</td> <td>100% EXS 100% GDS</td> <td>100% EXS 100% GDS</td> <td>100% EXS 100% GDS</td> <td>100% GDS 50% GDS</td> </tr> <tr> <th>Average progress score</th> <th>Reading</th> <th>Writing</th> <th>SPAG</th> <th>Maths</th> </tr> <tr> <td>All children</td> <td>1.31</td> <td>2.8</td> <td>n/a</td> <td>0.51</td> </tr> <tr> <td>Pupil Premium (2 children)</td> <td>6.48</td> <td>8.815</td> <td>n/a</td> <td>9.94</td> </tr> </tbody> </table>	AT STANDARD	Reading	Writing	SPAG	Maths	All children	87% EXS 35% GDS	90% EXS 40% GDS	87% EXS 40% GDS	87% EXS 27% GDS	Pupil Premium (2 children)	100% EXS 100% GDS	100% EXS 100% GDS	100% EXS 100% GDS	100% GDS 50% GDS	Average progress score	Reading	Writing	SPAG	Maths	All children	1.31	2.8	n/a	0.51	Pupil Premium (2 children)	6.48	8.815	n/a	9.94	<p>Y6 data: Reading provision was highly effective and children making accelerated progress in both attainment and progress.</p> <p>Social and emotional support and individual feedback were key in supporting outcomes.</p>	<p>£5500 reading</p> <p>£650 1-1 sessions</p>
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All children in Years 3-5 will be making good progress towards this end of KS2 outcome.

End 2017-18 Year 3-5	Reading	Writing	Maths
All children Y3 secure or secure +	81%	74%	73%
Pupil Premium (3 children)	66%	33%	33%
All children Y4 secure or secure +	87%	75%	75%
Pupil Premium (4 children)	100%	75%	50%
All children Y5 secure or secure +	78%	80%	83%
Pupil Premium (4 children)	75%	50%	75%

End 2017-18 Year 3-5	Reading	Writing	Maths
Year 3 all	5.76	6.03	6.03
Year 3 PP (3)	5	6	6.66
Year 4 all	6.24	6.29	6.18
Year 4 PP (4)	6.75	6.25	6
Year 5 all	6	6	5.88
Year 5 PP (4)	5.75	5.5	5.5

Years 3-5. When attainment is not in line with peers, there are examples of accelerated progress.

Social and emotional support and individual feedback were key in supporting outcomes.

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
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All children will develop a growth mindset and resilience.	Growth mindset approach whole school Focus of Breakthrough groups	Observations and Pupil voice carried out within school and by the link governor demonstrated Growth Mindset was having an impact on the children's approaches.	Approach is something children are aware of and is having an impact in how they see themselves as learners however needs to be continued to be embedded.	£4875 for Growth Mindset (Breakthrough) Family link: £2325
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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
Outstanding Pupil Premium provision	Pupil Premium Review	Report found that provision was extremely strong and noted data was based on small samples. Suggestions for improvement e.g. tracking Pupil Premium children alongside non-pupil premium and having a separate focus in Pupil Premium meetings in place. New recording strategies suggested – now in place.	Use of the template produced by the Teaching School Council for writing strategy was helpful. Similarly, routine comparisons between Pupil Premium and non-pupil premium are helpful and will be continued.	n/a
All children to be included in all opportunities regardless of background.	Half payment by school of all trips and camps for Pupil Premium. Payment of clubs for individuals.	Children who are fully included within all aspects of school life are likely to have stronger friendships and improved relationships within the school community.	Successful trips and camps. Some families need further support than the 50% and this needs to be considered carefully.	£1324

<i>Further strategies were added to the provision to meet needs</i>	Behaviour Support	Behaviour Support used for an individual		£250
	Breakfast club	Breakfast club to support attendance		£388

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

The above is not an exhaustive list of support that may be given to Pupil Premium children because as needs arise, it may be helpful to add additional support or strategies.

Deputy head teacher pupil premium time to coordinate/evaluate provision has not been included.