



<b>School</b>	Bromley Heath Junior School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	<i>Projected:</i> £10, 520	<b>Date of most recent PP Review</b>	January 2018
<b>Total number of pupils</b>	238	<b>Number of pupils eligible for PP</b>	8	<b>Date for next internal review of this strategy</b>	January 2020

<b>Current attainment (Y6 cohort 2018-2019)</b>			
	<i>5 pupils eligible for PP (your school)</i>	<i>All pupils at BHJS (national average)</i>	<i>Gap (positive or negative)</i>
<b>% achieving expected standard in reading, writing and maths</b>	100% (20% higher level)	78% (65%)	+ 22%
<b>% achieving expected standard in reading</b>	100% (20% higher level)	83% (73%)	+ 17%
<b>% achieving expected standard in writing</b>	100% (40% higher level)	95% (78%)	+ 5%
<b>% achieving expected standard in maths</b>	100% (20% higher level)	87% (79%)	+ 13%

<b>1. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Lack of self-confidence and resilience
<b>B.</b>	Consistent year on year attainment in reading, writing and maths at EXS or better, building on success
<b>C.</b>	Some pupil premium children are also SEND resulting in multiple barriers and further considerations for provision
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance and lateness below school target

<b>E.</b>	Difficulties in their home lives which can impact on wellbeing and progress	
<b>2. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To develop self-confidence and resilience	<ul style="list-style-type: none"> <li>• Children will develop abilities to attempt challenging academic tasks (growth mindset and relationships in the classroom are key)</li> <li>• 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 positive gap evident in 2017-18 and 2018-19 data will continue.</li> <li>• Children will be encouraged to take part in Sport at lunchtime</li> </ul>
<b>B.</b>	For all PP children in the cohort of 2019-20 to achieve the expected standards or above in reading, writing and maths, including where entering as lower prior achievers	<ul style="list-style-type: none"> <li>• All children to achieve the standards in Reading, Writing and Maths</li> <li>• For there to be no gap (or a positive gap) between pupil premium and non-pupil premium children.</li> <li>•</li> </ul>
<b>C.</b>	To ensure good or better progress from Ks1 to Ks2 attainment outcomes	<ul style="list-style-type: none"> <li>• 2019-20 data will demonstrate children who entered KS2 as lower prior achievers to leave KS2 at the expected standard</li> <li>• Demonstration of accelerated progress e.g. WTS KS1 – ES KS2 and some examples of EXS in KS1 and GDS in KS2</li> </ul>
<b>D.</b>	To reduce individual lateness and improve school attendance	<ul style="list-style-type: none"> <li>• Individual strategies which support families will lead to improved attendance e.g. breakfast club to support individual circumstances; regular meetings with parents; involvement if needed of outside agencies</li> </ul>

### 3. Planned expenditure

Academic year

2019-2020

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"> <li>1. Reading support</li> <li>2. Growth Mindset work with the Sports' Coach to encourage independence and ambition, including a mentoring approach and behaviourally based dependent on need.</li> <li>3. Teaching assistant support in class to support Maths</li> </ol>	<p>Children from disadvantaged backgrounds are far less likely to get good GCSE results. BHJS results in 2016 and 17 showed pupil premium children attaining less highly than other pupils. In 2018 and 2019 reading provision helped secure positive progress gaps for Pupil Premium children. If fluency and comprehensions are behind expectation, then children will fall behind across the curriculum. (OFSTED research). Reading comprehension strategies have been shown to have a high impact according to the 'Teaching and Learning Toolkit' produced by the Education Endowment – indemnifying reading comprehension strategies to impact positively (+6 months) and small group tuition (+4 months) to impact on progress and attainment. 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>Feedback has been shown to have a high impact according to the 'Teaching and Learning Toolkit' produced by the Education Endowment Fund - it suggests that high quality feedback is an effective way to improve attainment (+8 months). This feedback, in turn, can identify individual need that can be delivered through 1:1 support (+5 months).</p> <p>Reading support provision was found to be 'outstanding' in a review of Pupil Premium in 2018.</p>	<p>-Tracking of progress with actions in place if not good or better -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>

To promote enjoyment of reading for pupil premium children	1. Reading Support	Read to Succeed focusses on reading comprehension strategies and also enjoying reading. Reading for enjoyment is more important in academic success than socio-economic circumstances (Research Evidence on Reading for Pleasure – DFE) Whole school focus on enjoyment of reading e.g. reading cafes, whole class books, new reading books. Teachers talking to children about reading choices.	-Tracking of 'Read to Success' - Pupil progress meetings - Pupil conferences		
To ensure good or better progress from Ks1 to Ks2 attainment outcomes	As above. 1. Focus during 'Pupil Progress meetings' tracking progress carefully and separately as a cohort against non-pupil premium.	As above. Separate tracking of pupil premium children so that intervention is swiftly put in place Comparisons of Pupil premium to non-pupil premium	-Whole staff training on school context of Pupil Premium and ambition for all 2018 – reviewed -Pupil Progress meetings with a focus on Pupil Premium tracking progress and learning behaviours across all year groups		Terms 2, 4 and 6
<b>Total budgeted cost</b>					£5500 reading £2925 for Growth Mindset (Breakthrough) £7, 925
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>

Excellent attendance of all Pupil Premium children in line with BHJS target of 98% for all children.	<ol style="list-style-type: none"> <li>1. Tracked attendance for Pupil Premium children.</li> <li>2. Family Link Worker involvement and regular meeting with families</li> <li>3. Breakfast club used for individuals to ensure lateness is not a concern.</li> </ol>	<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>	<p>-Termly attendance tracking with a separate focus on Pupil Premium.</p> <p>-Individual children tracked e.g. lateness closely</p>	Head (attendance lead)/ Pupil Premium lead Family Link Worker	Terms 1, 2, 3, 4, 5 and 6
To develop self-confidence and resilience	<ol style="list-style-type: none"> <li>1. Social and emotional support through Family link Worker to support learning in school</li> <li>2. Growth Mindset work with the Sports' Coach to encourage independence and ambition</li> <li>3. Some individuals may require counselling or Behavioural support.</li> </ol>	<p>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>'</p> <p>Previous positive results in the school have demonstrated that a focus on resilience has worked well for Pupil Premium individuals.</p>	Monitoring through observation and pupil voice, including comparisons over time with further support if needed e.g. behaviour support with an individual in 2018-19 resulted in improved behaviour in school and accelerated progress supporting the individual with emotional challenges which impacted on the child's wellbeing.	Head Pupil Premium lead Family Link Worker Breakthrough Coach	Weekly discussions and end T2, 4 and 6 review.
<b>Total budgeted cost</b>					<p>Estimated £500 breakfast club</p> <p>£2325 for Family Link worker</p> <p>Total: £2825</p>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>

					<b>implementation ?</b>
All children to be included in all opportunities regardless of background.	<ol style="list-style-type: none"> <li>1. Half payment by school of all trips and camps for Pupil Premium.</li> <li>2. Payment of clubs for individuals.</li> <li>3. Children encouraged to participate in clubs.</li> </ol>	Children who are fully included within all aspects of school life are likely to have stronger friendships and improved relationships within the school community.	<ul style="list-style-type: none"> <li>-Pupil voice</li> <li>- Clubs lists monitored.</li> </ul>	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.
<b>Total budgeted cost</b>					Around £900
<b>OVERALL</b>					£11650

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4. Review of expenditure				
Previous Academic Year		£15, 518(more children PP)		
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

To improve outcomes at the end of KS2 for PP children in Reading and Maths.

All Y6 children will achieve the standard or a higher level score.

PP 1-1 for writing/ Maths support

Reading support

<b>AT STANDARD 2018</b>	<b>Reading</b>	<b>Writing</b>	<b>SPAG</b>	<b>Maths</b>
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
<b>Average progress score</b>	<b>Reading</b>	<b>Writing</b>	<b>SPAG</b>	<b>Maths</b>
All children	1.31	2.8	n/a	0.51
Pupil Premium (2 children)	6.48	8.815	n/a	9.94

<b>2019 data</b>	<b>Pupil premium expected level</b>	<b>All children expected</b>
Reading	100%	83%
Writing	100%	95%
Maths	100%	87%
SPAG	60% (both missed = 99 scaled score)	88%
	<b>Pupil premium higher level</b>	<b>All children expected</b>
Reading	20%	27%
Writing	40%	35%
Maths	20% (+ one 109 scaled score)	15%
SPAG	20%	23%
	<b>Average progress pupil premium</b>	<b>Average progress all</b>
Reading	1.57	-0.97
Writing	5.05	+1.86
Maths	1.49	-1.71
SPAG	n/a	

Y6 data 2018 and 2019: Reading provision was highly effective and children making accelerated progress in both attainment and progress.

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

PP children also took part in additional Maths boosters from deputy and head teacher which were impactful.

**Target met – needs to be continued for current cohort to make equivalent progress and achieve accelerated progress and at least expected attainment. Strategies effective.**

Reading assistant costs (£5500)



All children in Years 3-5 will be making good progress towards this end of KS2 outcome.	<table border="1"> <thead> <tr> <th></th> <th><u>Maths</u></th> <th><u>Reading</u></th> <th><u>Writing</u></th> <th><u>SPAG</u></th> </tr> </thead> <tbody> <tr> <td><u>Year 3</u></td> <td>100% on target</td> <td>62.5% on target</td> <td>87.5% on target</td> <td>75% on target</td> </tr> <tr> <td><u>Year 4</u></td> <td>50% above target</td> <td>25% above target</td> <td>37.5% above target</td> <td>25% above target</td> </tr> <tr> <td><u>Year 5</u></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		<u>Maths</u>	<u>Reading</u>	<u>Writing</u>	<u>SPAG</u>	<u>Year 3</u>	100% on target	62.5% on target	87.5% on target	75% on target	<u>Year 4</u>	50% above target	25% above target	37.5% above target	25% above target	<u>Year 5</u>					<p>Years 3-5. Attainment generally in line with peers. Some accelerated progress.</p> <p>Reading is an area of support for all individuals, including targeting for the higher level.</p> <p>One child (12.5%) has a different progress rate.</p> <p><b><i>Reading to be continued – effective provision impacting on entire curriculum. Some tweaks e.g. combining reading for pleasure with comprehension and some training also booked.</i></b></p>	Reading assistant costs – see above
			<u>Maths</u>	<u>Reading</u>	<u>Writing</u>	<u>SPAG</u>																	
<u>Year 3</u>	100% on target	62.5% on target	87.5% on target	75% on target																			
<u>Year 4</u>	50% above target	25% above target	37.5% above target	25% above target																			
<u>Year 5</u>																							
<p>12.5% also an EHCP Each child is 12.5%</p>																							

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
All children will develop a growth mindset and resilience.	<p>Growth mindset approach whole school</p> <p>Focus of Breakthrough groups</p>	<p>Rates of progress for children have shown a two year improvement with children – through observation – more able to tackle tasks which are challenging.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>- One child, following some emotional and support work, has now moved to expected or higher level in all areas from a working towards attainment at end of KS1</li> <li>- One child – through Family Link, Breakthrough and Reading Support – is much calmer and more focused on learning. From a expected level at the end of KS1 is now a high expected level or a higher level in all subjects.</li> <li>- Both the above children are also playing a role in the life of the school e.g. individual responsibilities.</li> </ul>	<p>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. Pupil premium children in our setting often have more issues with resilience and need continued support</p> <p><b><i>Partially met – ongoing target</i></b></p>	£4875 for Growth Mindset (Breakthrough) Family link: £2325

## 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	Second year of strong attainment for end Y6 pupil premium children with accelerated progress. Children across the school identified, known by all staff and performing well. An early staff meeting was effective at highlighting barriers for pupil premium children and the coordinator then delivered training to NEXUS schools.	Further work revisiting pupil premium importance with staff and new staff 2019 Autumn would, be useful.	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.	£1439.89
<i>Further strategies were added to the provision to meet needs</i>	Behaviour Support  Breakfast club	Behaviour Support used for an individual  Breakfast club to support attendance	Behaviour support highly effective and two children struggling with behaviour in school responded very well to support. Both now happier in school and making good progress. Breakfast club and lateness – ongoing. Continues to be needed.	£1000  £819 TBC  TOTAL: £15,958.89

## 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](http://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.