

Pupil premium strategy statement Autumn 2020

School	Bromley Heath Junior School				
Academic Year	2020-21	Total PP budget	<i>Projected for this cohort</i> £9, 380	Date of most recent PP Review	January 2018
Total number of pupils	234	Number of pupils eligible for PP	9	Date for next internal review of this strategy	July 2021

Current attainment (Y6 cohort 2019-2020 predicted as no data available)

	<i>5 pupils eligible for PP (predicted)</i>	<i>All pupils at BHJS (national average)</i>	<i>Gap (positive or negative)</i>
% achieving expected standard in reading, writing and maths	60%	Not known	Not known
% achieving expected standard in reading	80% (40% higher level)	Not known	Not known
% achieving expected standard in writing	80%	Not known	Not known
% achieving expected standard in maths	60%	Not known	Not known

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.	Social and emotional development, including anxiety and friendship difficulties
B.	Consistent year on year attainment in reading, writing and maths at EXS or better, building on success
C.	Some pupil premium children are also SEND/ EAL resulting in multiple barriers and further considerations for provision

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

D.	Accessing learning during remote learning (potential) times
E.	Difficulties in their home lives which can impact on wellbeing and progress, including barriers during remote learning

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To develop confidence in social and emotional skills to manage anxiety, anger and conflict resolution skills	<ul style="list-style-type: none"> Children will develop skills which enable the development of social skills at playtime, the ability to regulate own emotions and to resolve disagreements
B.	For all PP children across the school to achieve expected or greater progress, and except where there are significant learning barriers, e.g. an EHCP/ significant SEND, to achieve expected or greater standard at end of the year.	<ul style="list-style-type: none"> All children to achieve the standards in Reading, Writing and Maths unless significant SEND need; this may be a longer term goal for those in Year 3 but for there to be significant progress towards this goal. For a continued positive progress gap between pupil premium and non-pupil premium children from 2018 and 2019 (no data 2020); see previous reports.
C.	To access remote learning effectively in the incidence of a pod or school closure and for progress to be sustained	<ul style="list-style-type: none"> Children to be provided with paper packs and/ or internet connection to support access. Devices to be loaned for individual families with free school meals. Reading support to continue through Teams Timetable for remote learning e.g. Teams register and live teaching with teacher/ class first thing will be used as a way to check understanding. Regular contact from family link worker during any pod closure.

3. Planned expenditure

Academic year

2020-21

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?
For all PP children across the school to achieve expected or greater progress, and except where there are significant learning barriers, e.g. an EHCP and/or significant SEND, to achieve expected or greater standard at the end of the year.	<p>Reading support to support achieving standard or greater depth</p> <p>In class Maths/ writing support and booster where needed and individual feedback in lessons from teachers/ teaching assistants</p>	<p>In 2017, the Education, Endowment report found that the attainment gap was largest between pupils with free school meals and those without 'Closing the Attainment Gap'</p> <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.</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. Reading support provision was found to be 'outstanding' in a review of Pupil Premium of 2018 and the impact of reading support has been high over repeated years.</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>Observations of reading provision and analysis of data</p> <p>Observation of lessons and support within/ analysis of data</p> <p>Pupil voice with PP children to discuss</p> <p>Conversations with families</p>	<p>PP lead</p> <p>Reading lead</p> <p>All teacher and teaching assistants working in the class</p>	

To access remote learning in the incidence of a pod or school closure	<p>Children to be provided with paper packs and/ or internet connection to support access. Devices to be provided for individual families with free school meals.</p> <p>During any closure of pods, reading provision will continue and family link worker and/or teacher will contact families weekly in addition to the daily Teams call from teachers.</p>	<p>Children from vulnerable backgrounds were found to have lost more learning in lockdown and statistics show that they were less likely to attend school in June when schools reopened for their year groups. The Education Endowment Fund estimated in 2020 that school closures would have had a more significant effect on free school meals pupils than non-free school meals.</p> <p>Free school meals vouchers will also be provided at £30 a week per child, per family for any children receiving free school meals.</p>		DHT All teaching assistants/ teachers	
Total budgeted cost					£6083
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 develop confidence in social and emotional skills to manage anxiety, anger and conflict resolution skills	Children will develop skills which enable the development of social skills at playtime, the ability to regulate own emotions and to resolve disagreements	<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>For current cohort of children social and emotional issues identified as a concern; family link worker and mentoring support timetabled for individuals to address individual needs</p>	<p>Wide range of/ additional copies of resources purchased e.g. Starving the Anxiety/ Angry Gremlin or 'There's a Volcano in my Tummy' alongside existing resources e.g. Starving My Chimp or Socially Speaking to support social and emotional work delivered both by the family link worker and by our mentor.</p> <p>This work would continued (phone) over any pod closure. Should there be a whole school closure, a family link worker phone was purchased during the initial lockdown (T5 2019-20).</p>	PP lead FLW Mentor SENDCo	
Total budgeted cost					£6010.58 (Family link and Sports coach mentor)

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.* 3. Children encouraged to participate in clubs. 	<p>Children who are fully included within all aspects of school life are likely to have stronger friendships and improved relationships within the school community.</p> <p>*When trips/ camp resume. *Sports clubs after school within pods.</p>	<p>-Pupil voice - Clubs lists monitored.</p>	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 for individual families.
Total budgeted cost					£500
OVERALL (excluding for PP lead time estimated, including £648 for life skills for individual)					£13, 241. 58

4. Review of expenditure															
Previous Academic Year		£14,760 received; spend £14648.14 (a further £1000 would have been spent on Year 6 camp but this was refunded due to Covid).													
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										
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	<p>Additional reading support including on enjoyment and higher level reading support</p> <p>Targeted support in Maths class work/ writing sessions</p> <p>At home, for remote learning, learning packs delivered and children attended school (if parents elected where vulnerable e.g. social worker initially)</p>	<p>Reading – 80% predicted EXS or higher; 40% predicted GDS (on entry 60% EXS/ 40% WTS end KS1 data)</p> <p>Writing – 80% predicted to achieve EXS standard (on entry 80% WTS/ 20% EXS end KS1 data)</p> <p>Maths 40% WTS (one from pre-key stage)/ 60% EXS standard predicted end KS2 (on entry 20% Pre-Key Stage/ 20% WTS/ 60% EXS end KS1 data)</p>		<p><i>Successful on predicted data in reading and writing with particular noticeable progress, where children made progress to greater depth, including from working towards the standard. In writing, progress was also accelerated, changing from 80% WTS end KS1 to 80% EXS at end KS2. One individual who was pre-key stage at end KS1, although not achieving the EXS standard in Maths, made significant progress.</i></p> <p><i>60% of this PP cohort also had SEND.</i></p> <p><i>Additional support in Maths, especially analysing lockdown recovery, may be required. Continue to access reading support during any remote learning to ensure continued access.</i></p>	6,083.18										
To ensure good or better progress from Ks1 to Ks2 attainment outcomes		<table><tr><th>Predicted</th><th>Maths</th><th>Reading</th><th>Writing</th></tr><tr><td>Year 3</td><td rowspan="3">100% on target on or above</td><td rowspan="3">100% on target or above</td><td rowspan="3">100% on target or above</td></tr><tr><td>Year 4</td></tr><tr><td>Year 5</td></tr></table> <p>Progress was expected or higher for all children from years three to five although this may have been impacted in the following academic year by the lockdown and so, the school will need to be aware of this for the</p>		Predicted	Maths	Reading	Writing	Year 3	100% on target on or above	100% on target or above	100% on target or above	Year 4	Year 5	<p><i>Although progress is expected or better in all three subjects, attainment is currently less in writing. Teachers will need to address this during pupil progress meetings and for target children to be supported in class.</i></p>	
Predicted	Maths	Reading	Writing												
Year 3	100% on target on or above	100% on target or above	100% on target or above												
Year 4															
Year 5															
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										

All children will develop a growth mindset and resilience.	<p>Growth mindset approach whole school</p> <p>Focus of Breakthrough groups</p>	<p>Prior to lockdown, rates of progress for children had shown a two year improvement with children – through observation – more able to tackle tasks which are challenging.</p> <p>Examples from 2019-2020</p> <ul style="list-style-type: none"> - Two children in exiting cohort 2020, expected to move to higher level following both academic and social and emotional work - Behaviour incidents for some PP children, previously high, much reduced in part due to different behaviour policy but also due to social and emotional work, behaviour support and therapy in one case. - Pupil children played an active part in school life e.g. as house captains; buddy to younger children, especially those who struggle more 	<p>Approach had some real successes. The recovery curriculum is particularly important for many of these children. Resources have been purchased to support these needs e.g. anxiety and anger</p> <p>Although for the majority of children, there has been a real improvement, we are keeping this objective but with different children amending social and emotional wellbeing as this addressed needs of children now in our school.</p>	<p>3,663.76 (FLW)</p> <p>2,487.50 (Sports Mentor)</p>
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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
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 and regular meeting with families 3. Breakfast club used for individuals to ensure lateness is not a concern. 	Impact was variable: in two cases where there were concerns, one showed significant improvements whilst there were continued difficulties with engaging one family in excellent attendance due to highly complex family dynamics. However, the breakfast and tea club provision did support attendance and some improvements were seen following school attendance meetings, before school closure (after which point, the family of the child chose not to send out of health fears and so there were weekly dropping off learning packs and 'doorstep' contact as well as regular phone calls from our family link worker.	Attendance continues to be key and school attendance meetings, where needed, can impact slowly even without parental attendance.	FLW as above

All children to be included in all opportunities regardless of background.	<p>4. Half payment by school of all trips and camps for Pupil Premium.*</p> <p>5. Payment of clubs for individuals.*</p> <p>Children encouraged to participate in clubs.</p>	<p>Children who are fully included within all aspects of school life are likely to have stronger friendships and improved relationships within the school community.</p> <p>*When trips/ camp resume.</p> <p>*Sports clubs after school within pods.</p>	<p>-Pupil voice</p> <p>- Clubs lists monitored to ensure PP are participating for clubs of interest</p>	<p>Note £1000 would have been contributed to Y6 camp for five children but reimbursed as camp cancelled. £184</p>
Outstanding outcomes for PP children and further closing of the gaps	<p>6. Time for PP coordinator to coordinate the above strategies</p>	<p>See above (time allowed an hour a week)</p> <p>Time spent coordinating all of above e.g, timetabling/ decisions about spend allocation, and assessing provision</p>	<p>Closer alignment with work of SENDco to be continued,</p>	<p>1,869.70</p>

4. 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 will be helpful to add additional support or strategies.

Pupil premium lead time to coordinate/evaluate provision has not been included in the current forecast.

Some children have additional support through SEND and this is not included in the PP funding calculations.

Costs of resources have not been included e.g. books purchased for current forecast and phone for the family link worker during lockdown.

£648 spend on life skills for an individual academic year 2020-21 to support individual needs.