

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Barnehurst Federation of Schools - Juniors
Pupils in school	240
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£48,420 (not including LAC)
Academic year or years covered by statement	2019 -2022
Publish date	20 th November 2020
Review date	20 th November 2021
Statement authorised by	Louise Shields
Pupil premium lead	Louise Neaves
Governor lead	Andy Redford

Disadvantaged pupil progress scores for last academic year

Measure	Score (EXP)
Reading	Predicted 70%
Writing	Predicted 80%
Maths	Predicted 90%

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Predicted 70%
Achieving high standard at KS2	Predicted 10%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 – To improve outcomes for Pupil Premium children and diminish the difference between them and their peers.	Develop a shared understanding across the team of high quality teaching and learning at Barnehurst, with a focus on responsive and challenging teaching across the curriculum. This will be achieved through high quality CPD from highly skilled practitioners and well researched initiatives and developments to practice.

Priority 2 – To ensure Pupil Premium children have rich and varied experiences throughout their school life, helping to raise aspirations and hopes for the future and improve attitudes to learning.	To ensure all disadvantaged children have access to a globally rich curriculum, with a clear planned progression of knowledge and key concepts. The curriculum will immerse children in real life, relevant learning empowering them to understand the potential they have to impact the world and raise their aspirations and giving them the skills and attitudes to become adults who will be the leaders of the future.
Barriers to learning these priorities address	We have identified that the barriers to learning Pupil Premium children face are: Poverty and hunger Poor attendance Parental circumstances, including parental mental health and parenting Pre-existing gaps in knowledge and understanding Parental engagement in school Child Mental Health Attitude to education and low aspiration Lack of wider learning experiences beyond the classroom Speech and language issues
Projected spending	£11000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average KS2 Mathematics progress score in KS2 (0)	Sept 21
Other	Improve attendance of disadvantaged pupils to school target of 97%	Sept 21

Measure	Activity
Priority 1 –Phonics and Reading	<p>Phonics and reading Leads to monitor progress and practice throughout the year.</p> <p>Daily Supported Reading to be implemented for Term 1 in KS1 to ensure fluency</p> <p>Phonics to be regularly assessed using effective assessments and children to access specifically targeted resources throughout KS1, using established shared methods of teaching phonics</p> <p>Whole class guided reading used in Year 2 to challenge higher attaining children.</p> <p>Updated CPD for staff to ensure daily reading and phonics teaching methods are delivered with maximum effect including Daily Supported Reading in Year 1</p> <p>Gap fill/intervention groups set up for PP children identified as working below ARE</p> <p>Volunteer readers used to provide additional reading support for PP children</p>
Priority 2 – Development of learning behaviours for all children to support closing the gap – focus on retrieval practice and long term memory	<p>PP lead to support implementation of strategies to support retrieval of knowledge as part of quality first teaching and targeted intervention</p> <p>CPD for Teachers and Teaching Assistants to understand the process of learning and long term memory and to support retrieval and application of knowledge – using the progression of knowledge (building blocks) created by each subject leader.</p> <p>Teachers and Teaching Assistants to be supported by the leadership team to develop their own practice</p> <p>Line management of Teaching Assistants to ensure support within the school is targeted where needed for maximum positive outcome.</p>
Barriers to learning these priorities address	<p>Improved reading teaching strategies and comprehension skills for children will reduce barriers to learning and understanding of tasks across the curriculum – updated CPD to ensure best practice and regular assessment to monitor progress and target gaps,</p> <p>Supporting learning to long term memory to build confidence, independence and allow children to make links in their learning and apply what they know. Retrieval Practice can ensure gaps can be identified and mis-conceptions addressed. Gaps from previous learning can quickly be filled (identified by building blocks), enabling children to accelerate progress –Use of building blocks ensure experiences continue to be beyond the classroom</p>

	and provide a well-planned curriculum that builds knowledge and vocabulary, with strategies to support learning to long term memory for improved outcomes.
Projected spending	£30,000

Targeted academic support for current academic year

Measure	Activity
Priority 1 – speech and language	<p>Additional Speech and Language therapist time brought into school (half a day a week) to continue.</p> <p>SALSA trained TA to be available 5 afternoons to increase speech and language</p> <p>To ensure that PP children speech and language targets are being addressed both during interventions by Speech and Language TA and by quality first teaching, through paid for training.</p> <p>CPD for all staff delivered by SALT on speech and language and autism.</p> <p>Parent workshop on speech and language and supporting children at home.</p> <p>All children screened in Speech and Language on entry to reception.</p> <p>Year 4 to be screened for probability of dyslexia using Rapid screening tools.</p>
Priority 2 - Early identification and targeted interventions.	<p>Barriers to learning to be identified for all Pupil Premium children.</p> <p>All Pupil Premium children identified and discussed at Pupil Progress Meetings with a focus on diminishing the difference for pp children.</p> <p>CTs and SLT to track data for all pp children</p> <p>To provide booster classes and interventions so that all children, including PP children, meet their targets and achieve in line or better than achievement at end of previous key stage. These are monitored and tracked.</p> <p>All teachers complete provision map and timetable of when interventions and gap fill sessions will take place.</p> <p>Quality first teaching strategies to be recorded to monitor impact</p> <p>Bi-weekly training for TAs in providing support vulnerable children and challenge for higher attainers.</p>

Barriers to learning these priorities address	Needs being identified early on to prevent gap widening. Quality first teaching strategies to support at class level. Effective use of interventions to fill gaps in previous learning.
Projected spending	£15000

Wider strategies for current academic year

Measure	Activity
Priority 1 – Attendance for disadvantaged children	<p>Attendance policy updated and shared with parents. Policy to be implemented consistently</p> <p>Accurate records of pupil premium attendance to be kept.</p> <p>SEASS to work in partnership with Inclusion team and admin team to identify key PP families and support in place swiftly.</p> <p>Systematic contact with parents to establish reasons for absence and support offered to improve attendance.</p> <p>Check-ins to ensure clarity of when children will return to school after illness</p> <p>Wellbeing leader to continue to build positive relationships with families and support in promoting attendance.</p> <p>Wellbeing leader to sign post families to outside agencies that can help remove barriers to attendance for PP families</p> <p>Attendance to be monitored in Pupil Progress meetings to identify patterns and actions to be taken to support children who have missed school.</p> <p>Reward systems for attendance in place for whole classes to promote attendance.</p> <p>School to support families who financial difficulties may be barrier to attendance e.g trips and uniform.</p> <p>SLT to attend attendance meetings for parents with attendance below 90%</p> <p>Bexley reports completed accurately for children with attendance below 85%</p>
Priority 2 – Positive wellbeing across the school community	Continued CPD for Wellbeing and Parental Engagement Leader to school.

	<p>Wellbeing policy and statement to be shared with parents and staff.</p> <p>Wellbeing leader to build linked with vulnerable families and provide support/signpost/work alongside additional services to support mental health of children and parents.</p> <p>As part of raising the profile of mental health across the school, promoting an openness and early identification of need -</p> <ul style="list-style-type: none"> • Wellbeing Ambassadors to be established as part of the school • Staff Wellbeing Group to be established <p>A tiered approach to supporting emotionally vulnerable children established, including in class strategies, well being, resilience and social skills groups, 'Draw and Talk' and 'Therapeutic Play' by trained staff, CAMHs and chill out club.</p> <p>CPOMS to be continually used across the school supporting the early identification of need of vulnerable children. CPOMS to be monitored by leadership staff to identify reoccurring issues.</p> <p>Positive parenting groups to be run to support parents at home</p> <p>Subsidised school trips for pupil premium children.</p>
Barriers to learning these priorities address	<p>Improved attendance will reduce gaps in learning and the need for gap filling.</p> <p>Addressing children's emotional need will enable them to be more successful in the classroom.</p> <p>Higher levels of parental engagement through better relationships</p> <p>Raising self -esteem for children will enable them to be more resilient learners in order to support progress and attainment.</p>
Projected spending	£22000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development including peer observations. Monitoring implementation of strategies across the school.	Use of INSET days and additional cover being provided by senior leaders and HLTAs Monitoring of practice through learning walks and opportunities for supported constructive feedback and to share good practice through peer observations for all teachers.

Targeted support	Ensuring time for speech and language TA to plan and deliver lessons and ensure strategies are being used in class. Training for staff to ensure they can provide quality interventions. Monitoring quality first teaching strategies	Learning walks, pupil voice and book looks. Speech and language reviews with speech therapist. Training provided for additional TAs to deliver quality interventions to track progress and monitor impact. Classroom strategies to be recorded on provision maps
Wider strategies	Engaging the families facing most challenges – building positive relationships with parents with wellbeing concerns and children with poor attendance. Early identification of wellbeing needs	Wellbeing engagement Leader to be visible and approachable, supporting staff to engage with parents. Training for early identification and for staff to deliver high quality wellbeing interventions. Use of CPOMS and implementation of attendance policy.

Review: last year's aims and outcomes

Aim	Outcome
All pupils to have an increased rate of attendance.	Attendance is still an issue, with persistent absence above national. This is a particular issue in Upper key Stage 2. This year, new policy to be implemented and maintained to have impact across the year
Raise the attainment and progress measures of children in receipt of PP.	There is still a gap between the outcomes. Barriers have been identified and strategies are now in place to begin to support these. The impact of lockdown was significant for some in comparison to their peers but not all disadvantaged children. Focus on use of COVID catch up funding as well as Pupil Premium funding to reduce impact over the year.