

# Pupil premium strategy statement (Primary)

## School overview

| Metric                                      | Data                                       |
|---|--|
| School name                                 | Barnehurst Federation of Schools - Infants |
| Pupils in school                            | 179 (including nursesey – 226)             |
| Proportion of disadvantaged pupils          | 9.5% (17)                                  |
| Pupil premium allocation this academic year | £22,440 (not including LAC)                |
| Academic year or years covered by statement | 2019 -2022                                 |
| Publish date                                | 01 October 2019                            |
| Review date                                 | 01 October 2020                            |
| Statement authorised by                     | Louise Shields                             |
| Pupil premium lead                          | Louise Neaves                              |
| Governor lead                               |  |

## Disadvantaged pupil performance overview for last academic year

| Measure            | Score    |
|--------------------|----------|
| EYFS GLD           | 14 (TBC) |
| Year 1 Phonics     | 67       |
| Reading - expected | 58       |
| Writing - expected | 50       |
| Maths - expected   | 58       |
| Reading - GD       | 17       |
| Writing - GD       | 8        |
| Maths - GD         | 17       |

## 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:<br>Poverty and hunger<br>Poor attendance<br>Parental circumstances, including parental mental health and parenting<br>Pre-existing gaps in knowledge and understanding<br>Parental engagement in school<br>Child Mental Health<br>Attitude to education and low aspiration<br>Lack of wider learning experiences beyond the classroom<br>Speech and language issues |
| Projected spending  | £5000   |

### Teaching priorities for current academic year

| Aim                       | Target   | Target date |
|---------------------------|--|-------------|
| Attainment in Reading     | Attain reading outcomes in line with non Pupil Premium children at Barnehurst            | Sept 21     |
| Attainment in Writing     | Attain writing outcomes in line with non Pupil Premium children at Barnehurst            | Sept 21     |
| Attainment in Mathematics | Attain maths outcomes in line with non Pupil Premium children at Barnehurst              | Sept 21     |
| Phonics                   | Attain phonics outcomes in line with non Pupil Premium children at Barnehurst            | Sept 21     |
| Other                     | Improve attendance of disadvantaged pupils, particularly PA to meet school target of 97% | Sept 21     |

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1**

| <b>Measure</b>  | <b>Activity</b>   |
|---|---|
| <p>Priority 1 –Phonics and Early Reading</p>  | <p>New Reading and Phonics leaders in post from September.</p> <p>Introduction of new daily reading teaching methods, including Daily Supported Reading in Year 1.</p> <p>Whole class guided reading used in Year 2 to challenge higher attaining children.</p> <p>Establish shared method of teaching phonics from YR to Y2 and effective assessment strategies</p> <p>CPD for teachers and TAs provided in early reading and phonics.</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>    |
| <p>Priority 2 – Development of global curriculum and subject leaders to impact progress and attainment in their subject</p> | <p>CPD and line management for subject leaders to ensure clear intent of subject.</p> <p>Subject leaders to carefully plan the progression of knowledge in their subject, identifying the key concepts and vocabulary to build cultural capital for children.</p> <p>Subject leaders to provide CPD to all staff in their subject to ensure shared understanding in practice and progression of knowledge.</p> <p>Subject leaders to be supported in monitoring quality of teaching and feeding back to teachers by a member of SLT.</p> <p>New computing scheme purchased for the school.</p> <p>Subsidised school trips</p> |
| <p>Barriers to learning these priorities address</p>  | <p>Improved reading teaching strategies and comprehension skills for children will reduce barriers to learning and understanding of tasks across the curriculum.</p> <p>Fill gaps from previous learning quickly, enabling children to accelerate progress.</p> <p>Expand children’s experiences beyond the classroom and provide a well-planned curriculum that builds knowledge and vocabulary</p>  |
| <p>Projected spending</p>   | <p>£5000</p>  |

## 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).</p> <p>TA to complete SALSA training and be out of class 3 days a week delivering targeted intervention.</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> |
| Priority 2 - Early identification and targeted interventions. | <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.</p> <p>All teachers complete provision map and timetable of when interventions and gap fill sessions will take place.</p> <p>Bi-weekly training for TAs in providing support vulnerable children and challenge for higher attainers.</p>   |
| Barriers to learning these priorities address                 | <p>Needs being identified early on to prevent gap widening.</p> <p>Effective use of interventions to fill gaps in previous learning.</p> <p>Workshops for parents to promote engagement in education.</p> <p>Children receiving bespoke interventions to enable them to meet targets and raise attainment by a qualified/specialist member of staff.</p>   |
| Projected spending  | £5000  |

## Wider strategies for current academic year

| Measure  | Activity   |
|--|--|
| <p>Priority 1 – Attendance for disadvantaged children</p>          | <p>Accurate records of pupil premium attendance to be kept.</p> <p>EWO to work in partnership with Inclusion team and admin team to identify key PP families i and support in place swiftly.</p> <p>Systematic phone calls, letters, Attendance surgeries and meetings to be held.</p> <p>Wellbeing leader 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 to be set up for Pupil premium children is necessary.</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>Priority 2 – Positive wellbeing across the school community</p> | <p>New role of Wellbeing and Parental Engagement Leader to school.</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>Raise profile of mental health across the school, promoting an openness and early identification of need.</p> <p>A tiered approach to supporting emotionally vulnerable children established with well being groups, play therapy, CAMHs, chill out club.</p> <p>CPOMS rolled out across the school supporting the early identification of need of vulnerable children.</p> <p>Positive parenting groups to be run to support parents at home</p> <p>Subsidised school trips for pupil premium children.</p>  |
| <p>Barriers to learning these priorities address</p>               | <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 | £7440  |

## Monitoring and Implementation

| Area             | Challenge   | Mitigating action  |
|------------------|---|--|
| Teaching         | Ensuring enough time is given over to allow for staff professional development  | Use of INSET days and additional cover being provided by senior leaders and HLTAs  |
| 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 | 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.             |
| Wider strategies | Engaging the families facing most challenges – building positive relationships with parents with wellbeing concerns. 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.<br>Use of CPOMS. |

## Review: last year's aims and outcomes

| Aim  | Outcome  |
|--|--|
| All pupils to have an increased rate of attendance.                      | No improvement in attendance since last year and high levels of persistent absence for PP children. New leader employed to address this with focus on addressing this issue with LA support. |
| Raise the attainment and progress measures of children in receipt of PP. | Worsening of results since last year and this mirrors outcomes for non PP children also. Action being taken across the curriculum to address this (see new plan) to ensure we meet this plan |