

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Barnehurst Junior School
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	17.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Dec 21
Date on which it will be reviewed	Dec 22
Statement authorised by	Louise Shields
Pupil premium lead	Louise Neaves
Governor / Trustee lead	Darren Whalley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,625
Recovery premium funding allocation this academic year	£5,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£45,135

# Part A: Pupil premium strategy plan

## Statement of intent

At Barnehurst, we believe that every child should come to school, feel safe and happy, have access to a broad and balanced curriculum, be global citizens and achieve the best they can for their life ahead. We know that every child learns in unique way, and we aim to ensure that we use every possible strategy to support a child to be successful.

Our school development plan outlines how we are moving the school forward, making sure we are incorporating a pupil premium strategy that will encompass all of our disadvantaged children and allow them to achieve at least in line with their peers. We have an ambitious curriculum and plan to ensure that every child has the opportunities to develop their cultural capital and word power. We work with parents and encourage them to be a huge part of their child's learning journey. We provide bespoke CPD for all of our staff to ensure they are fully equipped to promote the best outcomes for all of our children. Mental health and wellbeing is embedded and supported into our daily school life.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance data since 2019 have shown that attendance for disadvantaged pupil is between 2-3% lower than non-disadvantaged pupils. This has had a negative impact on their attainment
2	Our assessments and observations indicate that disadvantaged children generally struggle with fluent reading and comprehensions of texts they have read. This is having a negative impact on the rest of their learning across the curriculum
3	Assessments and observations and discussions indicate many disadvantaged children have reduced oral and vocabulary skills. This is evident throughout the school and there has been increased referrals for assessment. This is more prevalent among our disadvantaged pupils compared to their peers.
4	In line with national studies, we have found that the school closures have had a negative impact on disadvantaged children, including their attainment as well as enriching activities, social skills and mental health. Children are struggling with their behaviour for learning and engagement within lessons.
5	Our assessments have shown that disadvantaged children are attaining lower in writing than non-disadvantaged peers. This is having an impact on how children are showing progress across the curriculum.

6	Assessments show that there are fewer disadvantaged children working at greater depth across the curriculum, particularly in year 2, in comparison to their peers.
7	Assessment have shown that disadvantaged children are presenting with fundamental gaps in knowledge for maths. The need for group and specific interventions has increased.
8	Our assessments and observations show that generally disadvantaged children attain lower across the whole curriculum and come to school with less experiences that would enhance their cultural capital across all subjects.
9	Some disadvantaged children have been identified as living in digital poverty, which does not allow them to access online apps at home to support learning.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attendance of disadvantaged children will improve, supporting improved attainment	Attendance for disadvantaged children will increase by 2024-25, showing no more than 1% gap between their peers. Percentage of Persistent absences to be reduced to below 5%, consisting of less than 20% of disadvantaged children
Improvement in reading among disadvantaged pupils, including comprehension skills	Benchmark assessments and reading age assessments will show that 95% of children leave year KS2 at or above age related expectations, and engaged in reading for pleasure.
Improved oracy skills for disadvantaged pupils	Assessments show a decrease of disadvantaged children needing speech and language interventions.
To improve and sustain the mental health and wellbeing of all pupils, particularly disadvantaged pupils.	Staff having a clear understanding of how to support children's mental health and wellbeing and children are supported to use strategies to self regulate. Wellbeing survey shows improvement in mental health and well being. Achievement of wellbeing award for Schools
Writing progress is improved across the school	End of KS2 data shows that writing progress for disadvantaged pupils working at ARE in writing is inline with peers
Reading progress is improved across the school	End of KS2 data shows that reading progress for disadvantaged pupils working at ARE in writing is inline with their peers
Maths progress is improved across the school	End of KS2 data shows that maths progress for disadvantaged pupils working at ARE in writing is inline with their peers

<p>Increased number of disadvantaged children working at greater depth across the curriculum.</p>	<p>End of KS2 data shows that 10% in writing and 20% in maths of disadvantaged pupils are working above ARE. Increased use of technology providing greater opportunities for children to demonstrate their knowledge and skills in the wider curriculum.</p>
<p>Disadvantaged children showing improved attainment in wider curriculum subjects</p>	<p>Disadvantaged children to have access to a wide range of planned experiences and resources that increase cultural capital. Children representing their progress on digital forums and showing high levels of engagement throughout the curriculum.</p>
<p>Effective system for tracking pupil premium attainment which enables rapid action to be taken to increase progress</p>	<p>Accurate tracking for pupils, with relevant next steps and small steps of progress celebrated.</p>
<p>Digital poverty gap closed between disadvantaged and non-disadvantaged pupils</p>	<p>Well trained staff will support children to have access to devices to support learning including apps and programs to present work, through interventions and classwork.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10500

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support staff to receive relevant CPD for school priorities of maths, IT and reading interventions.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2,7,9
<i>Support staff to receive CPD for effective support within the classroom, including QFT strategies.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	3,4
<i>CPD for all staff to become competent with technology to improve outcomes for children</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	8
<i>CPD for staff to ensure consistent implementation of the curriculum.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	8

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	
<i>Feedback policy consistently implemented ensuring effective feedback for all children to take ownership of own learning</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	5,6,7,8
<i>Mastery approach throughout the curriculum</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	5,6,7,8
<i>Strategic plan implemented to ensure a consistent approach to maths across the school.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	7
<i>Increase iPad numbers to ensure children have access to technology across the curriculum to support learning across the curriculum and promote digital literacy</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	8,9

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 19000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support staff to receive CPD in specific support programs</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
<i>Tas to deliver small group interventions:</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2,4,5

Phonics Maths Reading writing		
Tas to deliver 1-1 targeted evidence based interventions for maths and reading	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2,4,5,6
Targeted speech and language interventions for children with careplans and who are identified through assessments	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	3

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attainment of well being award	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	
Resilience groups	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
Draw and talk trained members of staff	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	4

<i>Sports coach to increase physical wellbeing linked to mental health and engagement and supporting behaviour.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	4
<i>Work of the family wellbeing and engagement leader working with families to support attendance and engagement with school and learning.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4
<i>Support of supervision for staff in wellbeing roles.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	4
<i>Attendance procedures and employment of SEASS to support attendance</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attend">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attend</a>	1

**Total budgeted cost: £ 39625**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Attendance for disadvantaged children has increased by 2%. Whole class reading has been embedded, with 96% of disadvantaged children making expected or above progress in reading. The gap is closing between the attainment of disadvantaged children and their peers, however this has been identified as a priority for the next 3 year strategy

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
What was the impact of that spending on service pupil premium eligible pupils?	