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1. Summary information					
School	Barnehurst Junior School Pupil Premium Allocation				
Academic Year	2018/19	Total PP budget	£60,827	Date of most recent PP Review	September 2018
Total number of pupils	237	Number of pupils eligible for PP	30	Date for next internal review of this strategy	January 2019

2. Current attainment		
	<i>Pupils eligible for PP (16)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	%	TBC
% making at least expected progress in reading	%	TBC
% making at least expected progress in writing	%	TBC
% making at least expected progress in maths	%	TBC

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
	Ensure that PP children make the same progress and attainment or better in RWM throughout KS2, regardless of starting points
	A number of PP children have also SEND needs
C	Emotional / behavioural issues
D	Attendance rates for pupils eligible for PP funding.



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External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	Raise the attainment and progress measures of children in receipt of PP	Pupils eligible for PP to make increased progress and attainment as 'other' pupils identified across Key Stage in maths, reading and writing. Measured by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
	Pupils who are also SEND to receive specific support, being fully inclusive, meaning that they make expected progress from their starting points.	PP-SEND pupils make school expected progress or better. Based on TA judgements against MAT assessment system and QA by assessment lead.
	Those pupils with emotional/behavioural issues to engage in school and be confident and successful learners.	A lesser number of behaviour problems recorded for PP children. PP children undertaking emotional intervention strategies to participate regularly in clubs and pastoral activities. SDQ to show a significant rise in emotional and behavioural wellbeing.
	All pupils to have an increased rate of attendance	Attendance to be 96% or better overall for PP. Use of attendance register and attendance strategies to evaluate impact. A lesser number of persistent absentees. Persistent Absentee attendance figure to increase.



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5. Planned expenditure					
Academic year		2018/19			
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?
Raise the attainment and progress measures of children in receipt of PP	<p>Targeted group support on key learning outcomes.</p> <p>Gap filling within and as an intervention facilitated by TAs</p> <p>Early Morning Work</p> <p>Intervention and Booster Groups Years 3-6 run by HLTAs</p> <p>Lesson Study Approach to support children who have similar needs in class – with the use of IRIS</p>	<p>Although PP children have achieved good progress measures overall, there are still a number of PP children who are not attaining at a higher level in RWM.</p> <p>Targeted group support has in the past proven to have positive impact on pupil outcomes.</p> <p>Class teachers and support staff to ensure that these children are given support and make progress throughout the day.</p> <p>There are children with similar learning needs throughout the school. A lesson study approach that is embedded into teachers' CPD will enable teachers to model and reflect on practice</p>	<p>Pupil Progress reviews to monitor progress within Pupil Progress Reviews.</p> <p>Monitoring the effectiveness and quality of interventions and gap filing.</p> <p>Plan lesson study with use of IRIS with staff (including TAs) to be planned and scheduled.</p>	DHT/ SENCo	<p>Data - Every half term as part of Pupil Progress Reviews.</p> <p>Half termly monitoring of the interventions.</p>
				Amount	£24,400



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<p>Pupils who are also SEND to receive appropriate support, being fully inclusive, meaning that they make expected progress from their starting points.</p>	<p>TA's to receive CPD that is relevant to the current needs of the children Years 3-6.</p> <p>Intervention and strategies to be implemented for those children who are SEND and EHCP/Statemented</p>	<p>SEND children do not often make similar progress of 'ALL'. Training towards needs to allow all children greater 'access' to learning, so that their needs and learning style is supported within lessons.</p>	<p>Inclusion leader to ensure that CPD needs of TAs is planned for and provided and that this is strategic.</p> <p>Monitoring of strategies for quality and its impact. From this review new actions so that it is cyclic.</p>	<p>SENCo</p>	<p>September 2018 October 2018 November 2018 December 2018 January 2019 March 2019 May 2019 July 2019</p>
Amount					<p>£11,667</p>
<p>All pupils to have an increased rate of attendance</p>	<p>Regular attendance meetings with EWO (London Borough of Bexley).</p> <p>Further support from Bexley Inclusion Teams and Educational Welfare teams></p>	<p>The school's attendance is just below 96%. Those children with relatively poor attendance are outperformed by those children who have a better attendance rate.</p>	<p>Regular meetings with EWO</p>	<p>HT / DHT</p>	<p>Regular meetings with EWO</p>
Amount					<p>£2,500</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>



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PP children to make at least the same or better progress and for more PP children to be higher attainers in Years 3-6	<p>Pupil Progress Meetings to formulate targeted support groups in class.</p> <p>Specific children to take part in bespoke Turnaround project.</p> <p>Interventions and boosters that are subject and content specific.</p>	The majority PP children came from KS1 as Middle attainers. More PP children need to become higher attainers and this to be reflected 3-6.	<p>Monitoring of groups targeted - data and the quality of provision.</p> <p>Monthly review meetings of the provision that is in place and its impact.</p>	DHT/ SENCo	Half termly
Amount					£ 6,260
PP who are also SEND / emotional needs to receive specific support for their needs.	<p>'Family Matters' 6 week programme</p> <p>Therapy Support with qualified Therapeutic Play Leader</p>	<p>Develop home-school links.</p> <p>Evidence indicates that those children who have received Therapeutic Play support have continued to make progress.</p> <p>Family SEAL training and release or key staff to implement.</p>	<p>Managed and lead by DHT – Quality Assurance</p> <p>SDQ assessments at entry and exit to measure qualitative impact</p>	DHT/SENCo Inclusion manager	<p>Every half term as part of progress reviews.</p> <p>Review at the end of the program.</p>
Amount					£9,500
Additional 1:1 support for statemented / EHC children	<p>CPD for TAs who are assigned to PP children with EHC/Statement Protected.</p> <p>Learning programmes to be implemented for these children.</p>	There are some children with specific needs who are EHC/Statement protected. TA and class teachers require CPD for these children to access learning and the curriculum.	<p>Individual needs of EHC/Statemented protected children to be ascertained and reviewed by DHT responsible for inclusion.</p> <p>Monitoring of provision and</p>		



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Attendance	Breakfast Club After School Club EWO support in place to help the family Social care intervention to support one vulnerable child Attendance Surgery	There are PP children who are persistent absentees. Breakfast Club makes morning organisation for parent easier, meaning that attendance and punctuality is better. There is currently a persistent absentee who is a ChIN pupil who needs the support By inviting parents into school to discuss issues regarding attendance would mean a better home-school link and a strategy devised in conjunction with families to improve children's attendance	HT and DHT (Inclusion) to liaise with parents and within 'Attendance Surgeries'.	HT / DHT (Inclusion)	Half termly
Amount					£6,500
Total budgeted cost					£60,827

Barnehurst Junior School Pupil Premium Allocation Review



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The school's evaluation of its own performance is rigorous. Senior leaders and class teachers track progress over time for each student. Gaps are identified quickly, and appropriate interventions put in place. These are then carefully monitored to ensure maximum impact. Half Termly Pupil Progress meetings include a focus on PPG students.

During 2018 – 2019, monitoring includes:

- Moderation of assessments to ensure accuracy;
- Half termly tracing and evaluation of interventions;
- Half termly Pupil Progress meetings, with reviews of all students;
- Meetings with outside agencies where relevant;
- Regular feedback to parents re: attainment, progress, behaviour and motivation
- Case studies to assess the impact of pastoral interventions;
- Observations of lessons and playground activities;
- Interviews with students, staff and parents;



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TBC- Pupil Premium Attainment and Progress Outcomes 2018

Key stage 2 reading by pupil group

Cohort	Score	Breakdown		Reading progress			Reading attainment			Average score	
		School %	National benchmark	Achieving the expected standard	School %	National benchmark	Achieving a higher standard	School %	National benchmark	School	National benchmark
All pupils		60	-2.65	60	95	75	37	25	105.5	104.1	
Disadvantaged		16	-1.24	16	86	77	25	29	105.4	105.4	
Other		44	-3.17	44	80	77	23	29	105.5	105.4	



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- Disadvantaged children outperformed other non-disadvantaged children at both expected and greater depth.
- The percentage of disadvantaged children achieving the higher standard has increase from 0 last year to 25%.
- Disadvantaged children made more progress than non-disadvantaged children.

Key stage 2 writing by pupil group

Breakdown	Writing progress		Cohort Writing attainment			
	Achieved the expected standard		Achieved a greater depth			
	Cohort	Score	School %	National benchmark	School %	National benchmark
All pupils	60	-0.38	60	97	76	23 18
Disadvantaged	16	0.55	16	100	81	19 21
Other	44	-0.72	44	95	81	25 21

- Disadvantaged children outperformed other non-disadvantaged children at expected standard.
- Disadvantaged children made more progress than non-disadvantaged children.



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Key stage 2 maths by pupil group

	Cohort Score		Cohort Achieving the expected standard				Breakdown Exceeding the expected standard		Maths progress		Maths attainment	
	School %		National benchmark	School %	National benchmark	School %	National benchmark	School	National benchmark	Average score ?	National benchmark	
All pupils	60	-1.15	60	87	75	37	23	106.7	104.2			
Disadvantaged	16	0.70	16	94	80	38	27	107.1	105.3			
Other	44	-1.83	44	84	80	36	27	106.5	105.3			

- Disadvantaged children outperformed other non-disadvantaged children at both expected and greater depth.
- Disadvantaged children made more progress than non-disadvantaged children.
- Disadvantaged children outperformed other non-disadvantaged children at both expected and greater depth in reading, writing and maths.
- The percentage of disadvantaged children achieving the higher standard has increase from 0 last year to 25% in reading.
- Disadvantaged children achieved progress than non-disadvantaged children.
- The percentage of disadvantaged children working at greater depth has increase in all subjects compared to the previous year.



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TBC- Mid-Year Data Review

Year 6 2018 Attainment Predictions

		All Pupils		Pupil Premium		
2017	2017 National	2018 Prediction	2017	2017 National	2018 Prediction	
KS2 R	82.0	71	91	87	-	93
KS2 R+	25.0	25	33	19	-	42
KS2 W	97.0	76	98	100	-	98
KS2 W+	23.0	18	33	25	-	43
KS2 M	87.0	75	93	94	-	93
KS2 M+	37.0	23	37	38	-	47
KS2 GPS	85.0	77	90	87	-	93
KS2 GPS+	31.0	31	35	44	-	47
KS2 Com	82.0	61	87	81	-	93
KS2 Com+	10.0	9	23	13	-	37

- Gap filling within and as an intervention facilitated by TAs is showing a positive impact on the percentage of children on track to be both Expected and Greater Depth.
- Evidence indicates that those children who have received Therapeutic Play support have continued to make progress and so the initiative to continue.
- PP children continue to make similar progress or better, diminishing the difference of the attainment gap in year and are on track by end of Key Stage.
- Specific children are taking part in bespoke Turnaround project – in school data shows a positive impact on progress and attainment with children making at least expected progress of 1 step per term on average.



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