

Pupil premium strategy statement – Barnehurst Junior School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	17.08%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Dec 24
Date on which it will be reviewed	October 2025
Statement authorised by	Louise Shields
Pupil premium lead	Claire McQuaid
Governor / Trustee lead	Cindy Yu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71.520
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£71.520

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- 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 disadvantage children and allow them to achieve 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 have all they need to be engaged in their learning, encouraging parents to be a huge part of their child's learning journey, alongside bespoke CPD for all of our staff to ensure the best outcomes. We know the importance of mental health and wellbeing and this is something that is embedded 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 for pupil premium children is lower than non-PP children and the percentage of children who are persistently absent is higher.
2	Our assessments and observations indicate that disadvantaged children are generally achieving below their peers in writing with key areas of issue identified as spelling and handwriting.
3	Our assessments and observations indicate that disadvantaged children are generally achieving below their peers in Maths.
4	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.
5	Wellbeing surveys and observations indicate children are struggling with their emotional regulation at school and at home.
6	Assessments show that there are fewer disadvantaged children working at greater depth across the curriculum.

7	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.
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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 2025-26, showing no more than 1% gap between their peers. Percentage of Persistent absences to be reduced to below 10%.
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 with well-matched interventions. Wellbeing survey shows improvement in mental health and wellbeing. Renewal of wellbeing award for Schools Parents have been supported to support their child's mental health at home.
Writing and spelling attainment is improved across the school	Internal school data shows that writing attainment is lower than Reading and Maths and progress is slower. Teacher assessments show Pupil premium children are closing the gap and achieving in line with their peers.
Improved maths skills for our disadvantaged children	Teacher assessments and end of Key Stage data show Pupil premium children are closing gap and achieving in line with their peers.
Increased number of disadvantaged children working at greater depth across the curriculum.	Data shows an increase of PP pupils are working above ARE. Increased use of technology providing greater opportunities for children to demonstrate their knowledge and skills in the wider curriculum.
Children who are disadvantaged to have their cultural capital increased enabling them to build solid foundations to access the curriculum	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.
Lessons across the curriculum have a six phase approach focussed on the Rosenshine principles which scaffolds learning ensuring all children can access and master learning	Children know, can do and remember more. Planning, learning walks and books evidence the six stage approach to the lesson.

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: £ 24 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embedding of CUSP writing to support teaching and learning through clearly structured lessons based on Rosenshine principles and vocabulary rich explicit teaching.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2,6,7
<i>Embedding of CUSP spelling to reduce cognitive overload when writing through deliberate practice of spelling rules supported by developing children's transcription and sentence contraction skills</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2
<i>Teaching and support staff to receive training around the implementation of Rosenshine principles</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development? https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?	2,3,4,6,7
<i>Implementation of self evaluation cycle to develop leaders in supporting teacher development linked to Rosenshine principles</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2,3,4,6,7

<i>External CPD for leaders supporting teacher development through coaching and mentoring</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?	2,3,4,6,7
<i>All teaching staff to receive coaching as part of their CPD, based around Tom Sherringham's walkthroughs</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?	3,6,7
<i>All teachers to receive 18 hours per year personal CPD time for personal development</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?	3,6,7
<i>All support staff to receive 3 hours per year CPD time linked to Rosenshine principles</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?	3,6,7
<i>Support staff to receive CPD in specific support interventions</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3,4,5,6,7
<i>Speech and language strategy implemented to provide a consistent universal approach to speech and language development. The school is implementing 'Voice 21' as a whole school approach to Oracy.</i>	https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	4
<i>Whole school attendance strategy based on Inclusive attendance practice with whole school clarity on roles and responsibilities</i>	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	1
<i>Implementation of strategy to support PP pupils with lower attainment in maths in Key stage 2. Maths Leader to support teachers to ensure pp pupils achieve in line with their peers.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3

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

Budgeted cost: £ 24 900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TAs to deliver small group interventions and tutoring for Maths, Reading and writing</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3,4,5,6,
<i>TAs to support identified children within core subjects (maths and English), with specific planning in place</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3
<i>TAs to deliver 1-1 targeted evidence based interventions for maths and reading, including Reading Plus and an evidence based maths intervention such as Shine.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3
<i>Qualified speech and language specialist TA delivers 1 to 1 and group targeted intervention</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4
<i>Subsidy for pupil premium children to attend musical instrument tuition lessons</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	7
<i>Pupils identified as requiring Handwriting or spelling interventions will receive a bespoke programme delivered by TA'S. Lead by the English Lead.</i>	https://educationendowmentfoundation.org.uk/news/speed-and-fluency-as-important-as-accuracy-for-good-writing	2

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

Budgeted cost: £ 22 120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching assistants to deliver Wellbeing and social skills groups to targeted groups of children. The school has invested in a whole school approach to Wellbeing called Thrive.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,5
<i>Identified individuals participate in draw and talk or ELSA sessions to support emotional wellbeing and/or behaviour</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,5
<i>The consistent implementation of the Zones of Regulation to support children with well being</i>	https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies	1,5
<i>Play therapist employed to provide higher level support of mental health intervention for targeted children</i>	https://playtherapy.org.uk/our-background/#:~:text=PTUK%27s%20clinical%20evidence%20base%2C%20containing,that%20show%20a%20positive%20change.	1,5
<i>Work of the family wellbeing and engagement leader working with families to support attendance and engagement with school and learning.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,5
<i>A lunchtime strategy around support for pupils including a resourced and staffed 'Take 5 Hub' to support the wellbeing of pupils during lunchtimes where all children can access the provision and self refer for wellbeing support.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,5
<i>Support of supervision for staff in wellbeing roles to enable them to be effective in their role and support with alternative strategies to support children.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term	5

<p><i>Implementation of robust attendance procedures and monitoring to ensure issues are identified and acted upon quickly. The school has formed a partnership with Bexley EWO services to support attendance.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attend</p>	<p>1</p>
<p><i>External consultant providing workshop for parents on supporting children's anxiety.</i></p>	<p>https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing</p>	<p>1,5</p>
<p><i>Targeted focus group of parents to attend Family Matters, led by external consultant, bespoke programme on supporting their child's well being and attendance. External consultant will has trained our well being lead to deliver the programme to small groups of parents identified as needing support each term.</i></p>	<p>https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing</p>	<p>1,5</p>
<p><i>Subsidised cost for the school residential trip for year 4 and year 6 pupils</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>7</p>
<p><i>All children entitled to PP funding have opportunity to attend 1 term per year of an extra curricular after school club</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>5, 6, 7</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As a school, we have used teacher assessments and end of key stage data to accurately measure progress for disadvantaged children, as well as assessments such as Benchmarking. We now have a clear picture of the gaps for our disadvantaged children and have continued to increase our evidence based offer of interventions that are carried out by trained staff, with clear assessments to measure progress and suitability of the interventions. This includes Reading Plus and Shine Maths. We have identified Handwriting and spelling in Key stage 2 writing data as an area for development going forward.

We have widened our range of wellbeing interventions

Our Graduated approach to wellbeing support has allowed early identification of wellbeing needs for our disadvantaged children, with tools for them to support them in school.

We have implemented tighter attendance processes which has supported the attendance of disadvantaged children by building stronger relationships with parents. The improving picture for attendance is having a positive impact on attendance at interventions and this will have an impact on attainment.

Core Subject Outcomes 2024-2025

Writing

Academic Yeargroup	PUPIL PREMIUM							NOT PUPIL PREMIUM							EXPORT TO EXCEL
	P-Scale	Below PoS	Below	WTS	EXP	GDS	Above PoS	P-Scale	Below PoS	Below	WTS	EXP	GDS	Above PoS	
Year 3 (60)		11% (1)		11% (1)	44% (4)	33% (3)			16% (8)		18% (9)	51% (26)	16% (8)		
Year 4 (58)		8% (1)		31% (4)	54% (7)	8% (1)			2% (1)		16% (7)	53% (24)	29% (13)		
Year 5 (60)		18% (2)		27% (3)	45% (5)	9% (1)			6% (3)		12% (6)	57% (28)	24% (12)		
Year 6 (60)				50% (6)	42% (5)	8% (1)					8% (4)	63% (30)	29% (14)		

Reading

Academic Yeargroup	PUPIL PREMIUM							NOT PUPIL PREMIUM							EXPORT TO EXCEL
	P-Scale	Below PoS	Below	WTS	EXP	GDS	Above PoS	P-Scale	Below PoS	Below	WTS	EXP	GDS	Above PoS	
Year 3 (50)		11% (1)			44% (4)	44% (4)			14% (7)		12% (6)	45% (23)	29% (15)		
Year 4 (58)		8% (1)		23% (3)	54% (7)	15% (2)					11% (5)	60% (27)	29% (13)		
Year 5 (60)		18% (2)		18% (2)	45% (5)	18% (2)			4% (2)		8% (4)	41% (20)	47% (23)		
Year 6 (60)				42% (5)	50% (6)	8% (1)					17% (8)	44% (21)	40% (19)		

Maths

Academic Yeargroup	OVERALL: 2024-25 EOY							EXPORT TO EXCEL
	P-Scale	Below PoS	Below	WTS	EXP	GDS	Above PoS	
Year 3 (60)		13% (8)		10% (6)	47% (28)	30% (18)		
Year 4 (58)		2% (1)		14% (8)	59% (34)	26% (15)		
Year 5 (60)		5% (3)		7% (4)	43% (26)	45% (27)		
Year 6 (60)				32% (19)	55% (33)	13% (8)		

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

