

Pupil premium strategy statement (primary)

1. Summary information					
School	Barnes Farm Junior School				
Academic Year	2017-2018	Total PP budget	59980	Date of most recent review	6.2.18
Total number of pupils	358	Number of pupils eligible for PP	48	Date for next review	19.10.18

2. Current attainment (end of 2016-2017 academic year)												
This is measured using the Depth of Learning assessment scheme which aligns with our curriculum; please see our website for more details. The attainment expectation for the end of each year group is noted along with the average achieved by both PP and non-PP pupils.												
	Year 3 expected	Y3 pupils eligible for PP (11)	Y3 pupils ineligible for PP (81)	Year 4 expected	Y4 pupils eligible for PP (6)	Y4 pupils ineligible for PP (83)	Year 5 expected	Y5 pupils eligible for PP (14)	Y5 pupils ineligible for PP (74)	Year 6 expected	Y6 pupils eligible for PP (12)	Y6 pupils ineligible for PP (77)
Averaged attainment in reading	2.0	2.2	2.7	4.0	4.4	4.6	2.0	2.0	2.7	4.0	4.7	5.0
Averaged attainment in writing		1.9	2.4		3.9	4.1		1.7	2.2		4.3	4.3
Averaged attainment in maths		1.8	2.5		3.9	4.0		1.9	2.3		4.6	4.7
Averaged attainment in reading, writing and maths		2.0	2.5		4.1	4.2		1.9	2.4		4.5	4.6

Main points:

- By the time pupils finish Year 6, gaps in attainment have been reduced markedly.
- Year 3 have the largest gaps
- Reading is the subject that shows the greatest gaps throughout the school.
- With the exception of writing in Year 5, all other Pupil Premium averaged attainment figures are within 0.2 difference of the age-appropriate expectations.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers – generalised <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Attainment gaps in Reading, Writing and Maths in all year groups	
B.	Weak communication skills	
External barriers – generalised <i>(issues which also require action outside school, such as low attendance rates)</i>		
C.	Emotional and mental fragility	
D.	Cultural and extra-curricular deficit	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gaps in averaged attainment to be reduced to zero, measured by school assessment system.	Termly and end of year assessment information will show the gaps being narrowed.
B.	Communication skills to be improved and comparable to non-PP pupils, measured by teacher assessment.	Termly pupil progress meeting discussions, end of year assessment information and reporting, and feedback from interventions will demonstrate improvements in communication skills.
C.	Pupils to have increased capacity in emotional and mental strength and resilience, measured through assessment by professionals such as teachers, school SENCO, counsellors, learning mentor, teaching assistants, etc, where appropriate.	On an individual needs-basis, pupils will have demonstrated increased robustness in their emotional and mental state. This will be evidenced in a variety of ways according to the intervention provided.
D.	Pupils to have a greater awareness and understanding of the richness of the world around them and the opportunity to engage in activities that will help develop areas connected to and outside of the curriculum, measured through pupil perception surveys, outcomes in their work (e.g. writing, geography, history).	Written and oral work will demonstrate an increasing knowledge and understanding of the world around them, including current affairs, cultural awareness, etc. Pupils will attend visits and engage with extra-curricular clubs.

5. Planned expenditure					
Academic year	2016-2017				
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?
Improved feedback given to pupils: Sept-Nov	Whole school approach based on 'Getting to good and maintaining it' leadership programme led and developed by HMI. Particularly recommended for schools with an RI inspection rating. The school decides on one area for improvement on which to focus and concentrates as much time, effort and energy as possible in an 8-10 week period to supporting this.	<p>This programme was run as a pilot in 2015 in the south of Essex with great success. It was launched for a small group of selected schools in Mid Essex in the summer of 2016, of which Barnes Farm Junior School was a part.</p> <p>Effective feedback is listed as one of the most successful tools a teacher can use to improve pupil progress according to research carried out by the Education Endowment Foundation in their Teaching and Learning Toolkit. Evidence indicates that effective feedback can, on average, accelerate learning by approximately eight additional months' progress.</p> <p>Additionally, further strong evidence to support this view stems from the DfE's research report '<i>Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015)</i>' and from '<i>The Pupil Premium: How schools are spending the funding successfully to maximise achievement (Ofsted 2013)</i>', both of which cite this as a key strategy in the majority of schools surveyed in improving achievement for Pupil Premium pupils.</p>	Careful preparation of a single plan which details what will happen on a week-by-week basis. Rigorous review and evaluation by senior leadership team on a bi-weekly basis. Series of teaching staff meetings aimed at improving pedagogy and practice. Review of related current policy/policies (Assessment – marking and feedback).	Headteacher	At the conclusion of the 8-10 week period

Improved teaching and learning in Maths: Nov-Feb	As above	<p>This programme was run as a pilot in 2015 in the south of Essex with great success. It was launched for a small group of selected schools in Mid Essex in the summer of 2016, of which Barnes Farm Junior School was a part.</p> <p>Maths was our weakest subject in attainment measures in the 2016 SATS results and also achieved a weak progress score. We are also one year through a change from setting to whole class teaching, as well as a move to a new scheme of work. All of these are reasons for making maths a focus for development.</p>	<p>Rigorous review and evaluation by senior leadership team on a bi-weekly basis.</p> <p>Series of teaching staff meetings aimed at improving pedagogy and practice.</p> <p>Review of related current policy/policies (Calculation policy).</p>	Maths subject leader	At the conclusion of the 8-10 week period
Improved teaching and learning in Writing: Feb-March	As above	<p>This programme was run as a pilot in 2015 in the south of Essex with great success. It was launched for a small group of selected schools in Mid Essex in the summer of 2016, of which Barnes Farm Junior School was a part.</p> <p>Writing was our weakest subject in progress measures in the 2016 SATS results and, with the exception of Year 4, it is also the poorest-performing core subject throughout the school. These are strong reasons for making writing a focus for development.</p>	<p>Rigorous review and evaluation by senior leadership team on a bi-weekly basis.</p> <p>Series of teaching staff meetings aimed at improving pedagogy and practice.</p> <p>Review of related current policy/policies (Writing policy).</p>	Writing subject leader	At the conclusion of the 8-10 week period

ii. Targeted support					
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?
Improved attainment and progress in Reading, Writing and/or Maths	One to one and small group tuition provided by teachers and LSAs.	<p>One to one and small group tuition are listed as some of the most successful tools that can be employed to improve pupil progress according to research carried out by the Education Endowment Foundation in their Teaching and Learning Toolkit. Evidence indicates that one to one tuition can, on average, accelerate learning by approximately five additional months' progress and small group tuition by four additional months' progress.</p> <p>Additionally, further evidence to support this view stems from the DfE's research report <i>'Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015)'</i> where a high percentage of schools who had contributed to this report listed tuition as one of the most effective strategies in improving achievement. This is further supported in <i>'The Pupil Premium How schools are spending the funding successfully to maximise achievement (Ofsted 2013)'</i> and <i>'The pupil premium: an update (Ofsted July 2014).'</i></p>	Observation and evaluation by Deputy Head.	Deputy Head	End of each term

Improved attainment and progress in Maths	Online one to one maths tuition – Third Space Learning	<p>This particular tuition programme has been used in school since January 2015 and has had a positive impact in attainment, fluency, confidence and self-esteem, as evidenced by data, pupil perception surveys, tuition evaluation and teacher feedback.</p> <p>One to one tuition is listed as one of the most successful tools that can be employed to improve pupil progress according to research carried out by the Education Endowment Foundation in their Teaching and Learning Toolkit. Evidence indicates that one to one tuition can, on average, accelerate learning by approximately five additional months' progress.</p> <p>Additionally, further evidence to support this view stems from the DfE's research report <i>'Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015)'</i> where a high percentage of schools who had contributed to this report listed tuition as one of the most effective strategies in improving achievement. This is further supported in <i>'The Pupil Premium How schools are spending the funding successfully to maximise achievement (Ofsted 2013)'</i> and <i>'The pupil premium: an update (Ofsted July 2014).'</i></p>	<p>Communication and advice given by tuition provider.</p> <p>Pupils selected after evaluation of need.</p> <p>School staff involved fully trained – teachers and session administrators.</p> <p>Regular evaluations of the tuition.</p>	Deputy Head	End of academic year
Increased capacity in emotional and mental strength and resilience in order to help pupils increase attainment by improving the social and emotional dimensions of learning.	Counselling	<p>According to the Education Endowment Foundation's Teaching and Learning Toolkit, on average, social and emotional learning interventions (such as counselling) have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>In the DfE's research report <i>'Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015)'</i>, it identifies that 'More successful schools tended to have more extensive social and emotional support strategies in place, including...providing counselling services... alongside teaching and learning interventions.'</p>	<p>Counselling service with established reputation used.</p> <p>Class teachers involved in selection of pupils according to need.</p> <p>Evaluations provided by counsellors.</p>	Headteacher	End of academic year

Improved confidence, self-esteem, literacy and listening skills.	Drama and speaking and listening workshops for communication skills – Wizard Theatre	<p>The programme by Wizard Theatre comes recommended by testimonials from schools which have used their services repeatedly over the course of successive years. The aim and outline of the programme fits well the desired outcome and needs expressed by teachers in their input to our pupil premium provision map.</p> <p>Evidence to support the importance of improving communication skills as key to promoting progress for disadvantaged pupils is found in the DfE's research report <i>'Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015)'</i>. This states 'The Boston Consulting Group (2012) investigated the views of teachers and schools on what initiatives could make most impact on the educational attainment of pupils in receipt of FSM...The report identified...Improved literacy and numeracy in primary school...recognising the need to make an impact on wider communication skills and numeracy.'</p> <p>In <i>'The pupil premium: an update (Ofsted July 2014)'</i> the report states that 'In primary schools, the funding is sometimes used to provide specialist support for developing pupils' language and communication skills' under the subheading 'Many schools are spending their pupil premium funding more effectively', indicating the benefit of this kind of use as successful.</p>	Communication and planning with the provider in advance, Programme planned and communicated to teachers. Space organised and reserved. Weekly communication with the provider, including evaluations which will be sent to class teachers.	Deputy Head	End of each programme.
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Improved reading skills	Reading programme to be relaunched – Accelerated Reader	<p>According to the Education Endowment Foundation's Teaching and Learning Toolkit, on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p> <p>With specific reference to the AR programme, the EEF found that the results of a study suggested that AR was particularly beneficial for children eligible for free school meals, with these pupils making an additional five months' progress.</p> <p>Both of the Ofsted reports released in 2013 and 2014 frequently cite the importance of reading interventions and their success in improving outcomes for Pupil Premium pupils in the most effective schools - '<i>The Pupil Premium How schools are spending the funding successfully to maximise achievement (Ofsted 2013)</i>' and '<i>The pupil premium: an update (Ofsted July 2014)</i>.'</p>	<p>Communication and advice given by programme provider.</p> <p>Challenges from last year evaluated and addressed.</p> <p>Plan in place to relaunch.</p>	Deputy Head	End of Summer term
Improved SATS preparation, technique and results	Provision of SATS revision resources	<p>Practice and revision for SATS exams using quality resources will provide rehearsal opportunities and increase confidence in order for pupils to perform well in the actual exams.</p> <p>The report '<i>The Pupil Premium How schools are spending the funding successfully to maximise achievement (Ofsted 2013)</i>' frequently cites the importance of good quality resources being made available at the right time and being used effectively to promote improved achievement.</p>	<p>Resources will be bought in good time in order to start after Autumn half term.</p> <p>Year 6 teachers will devise a weekly schedule of revision lessons and homework.</p>	Deputy Head	End of academic year.

Improved SATS preparation, technique and results	Provision of free places at Year 6 SATS Easter Booster School	<p>Practice and revision for SATS exams in dedicated additional lessons will provide rehearsal opportunities and increase confidence in order for pupils to perform well in the actual exams.</p> <p>According to the Education Endowment Foundation's Teaching and Learning Toolkit, on average, evidence suggests that pupils who attend a holiday school make approximately two additional months' progress, compared to similar pupils who do not.</p>	Parents notified of provision well in advance. Sessions planned in good time, including schedule and personnel.	Headteacher	End of programme.
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iii. Other approaches

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?
Pupils increase their participation in extra-curricular activities.	Offer of subsidised clubs	<p>Pupil Premium pupils often have less opportunity to participate in extra-curricular activities, particularly those that incur fees. These are shown to increase children's engagement with school, improve their confidence, communication and teamwork skills and develop their abilities in specific areas.</p> <p>According to the Education Endowment Foundation's Teaching and Learning Toolkit, the impact of arts and sports participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science learning. Benefits have been found in both primary and secondary schools, though on average greater effects have been identified for younger learners.</p> <p>Additionally, the Ofsted report '<i>The pupil premium: an update (July 2014)</i>' lists the use of the Pupil Premium for this purpose under the subheading 'Many schools are spending their pupil premium funding more effectively', indicating the benefit of this kind of use as successful.</p>	Parents will be informed of the opportunity to sign up for paid clubs at no cost at the same time as clubs are offered. Priority for places will be given to Pupil Premium pupils.	Deputy Head	At the end of each term.

Pupils explore and develop talents and skills.	Offer of subsidised music tuition and swimming lessons	See above.	Parents will be informed of the opportunity to sign up for paid music lessons at no cost. Priority for places will be given to Pupil Premium pupils. The voluntary parental request for support of swimming lessons will not be made of Pupil Premium families.	Deputy Head	At the end of each term.
Pupils attend residential visits	Subsidies on residential visits	<p>The opportunity to engage in carefully chosen learning outside the classroom is well-known to improve pupils' achievement, foster skills such as independent enquiry and teamwork and promote a unique corporate learning experience.</p> <p>The Ofsted report '<i>The pupil premium: an update (July 2014)</i>' lists the use of the Pupil Premium for this purpose under the subheading 'Many schools are spending their pupil premium funding more effectively', indicating the benefit of this kind of use as successful.</p> <p>With regard to the Year 5 trip that takes place at Mersea, there is evidence that such outdoor adventure learning consistently shows positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year.</p>	Pupil Premium families will be offered places on visits at a 2/3 reduction in cost at the same time as receiving information about the trip.	Deputy Head	At the end of the academic year
Pupils attend educational visits	Subsidies on educational visits	<p>The opportunity to engage in carefully chosen learning outside the classroom is well-known to improve pupils' achievement, foster skills such as independent enquiry and teamwork and promote a unique corporate learning experience.</p> <p>The Ofsted report '<i>The pupil premium: an update (July 2014)</i>' lists the use of the Pupil Premium for this purpose under the subheading 'Many schools are spending their pupil premium funding more effectively', indicating the benefit of this kind of use as successful.</p>	Pupil Premium families will be offered places on visits at a 50% reduction in cost at the same time as receiving information about the trip.	Deputy Head	At the end of the academic year

<p>Pupils attendance at and readiness for school is improved. There is Increased and sustained concentration through the morning.</p>	<p>Subsidies on breakfast club</p>	<p>Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons.</p> <p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a trial published by the Education Endowment Foundation in November 2016.</p> <p>Additionally, research conducted by the Institute for Fiscal Studies in collaboration with the National Children's Bureau finds that offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils' academic attainment (see: https://www.ifs.org.uk/publications/8714)</p>	<p>Pupil Premium families will be offered places at the breakfast club at a 50% reduction in cost.</p>	<p>School Business Manager</p>	<p>At the end of the academic year</p>
<p>Rigorous tracking of Pupil Premium pupils' attendance, attainment, achievement and well-being. Regular and effective liaison with the governing body. Representation at SLT and pupil progress meetings. Effective deployment of staff. Current knowledge of Pupil Premium matters.</p>	<p>Increased leadership capacity</p>	<p>Achieving the aims of the school's strategy will be more ably-met by giving the overall responsibility of leadership to a member of the school's senior leadership team. This position needs to have the ability, opportunity and time to influence teachers and support staff, liaise with governors, attend meetings, attend conferences/updates/training, organise the deployment of staff, work with the school's administrative team, evaluate and act on teacher input to the PP provision map, manage the PP budget, etc.</p> <p>Evidence gained from a review of schools in how they spend the Pupil Premium grant shows that effective schools ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils. <i>(The Pupil Premium: How schools are spending the funding successfully to maximise achievement – Ofsted, 2013)</i></p>	<p>The roles and functions of the Pupil Premium lead will be planned into the job description of the Deputy Head. This will include decisions for use of the budget, deployment of personnel, engagement in programmes and time for administrative and evaluative processes such as reviewing data.</p>	<p>Headteacher (deployment and job description of Deputy Head) Deputy Head</p>	<p>During the annual planning of personnel deployment.</p>

6. Review of expenditure			
Previous Academic Year		2016-2017	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Teachers improve their practice by being reflective about their teaching. This then impacts upon all children in their class, including pupil premium pupils. Teachers collaborate in order to peer-review and offer constructive support.	Use of Iris Connect – a video tool for use in the classroom.	Moderate impact. Engagement with the resource was not as high as desired and consequently did not become embedded as a valued means of professional development. When used, teachers could see the benefit of the programme in order to improve their practice. Collaboration was minimal.	The resource has the potential for becoming a powerful tool with which to enable teachers to reflect on and improve their practice but requires further encouragement. The use of the tool 'Film Club' will be explored in Autumn 2016.
ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Middle leaders assume responsibility for tracking pupil premium pupils' achievement in their subject and promoting the right strategies amongst colleagues for maximising progress of PP pupils.	Participation in the local authority programme 'Raising Achievement of Disadvantaged Pupils: middle leaders' programme'	Participation in the programme helped improve the middle leaders' understanding of the importance of planning for and tracking Pupil Premium provision across the school in their subject. It helped distribute some of the leadership more widely, so that the Deputy Head was not solely responsible for influencing and directing staff regarding Pupil Premium matters.	The programme was for a specific period of time only so it will not be repeated but the involvement of the middle leaders will continue.
Improved attainment and progress in Reading, Writing and/or Maths	One to one tuition provided by teachers and LSAs.	High impact; teachers provided specific target areas for the tutors to address in weekly sessions. The feedback regarding progression was strong.	The tuition programme was successful and an effective way of targeting support. This approach will continue. If the right personnel can be found, it will be expanded to other year groups.
Improved attainment and progress in Maths	Online one to one maths tuition – Third Space Learning	High impact; the weekly reports provided by the tutors show good progress made in specific areas for the majority of pupils. Teacher feedback was positive.	The tuition programme was successful and an effective way of targeting support. This approach will continue and expand to Year 3 earlier in the school year if possible (dependent upon spaces available and timetable).

Improved communication skills.	Drama and speaking and listening workshops for communication skills – Wizard Theatre	High impact; the weekly reports provided by the provider indicated good progress made. Teacher feedback was positive.	This course was successful and will be repeated this year, possibly one course per term.
Improved reading skills	Reading programme – Accelerated Reader	Low impact; the programme did not embed as hoped due to a prolonged preparation stage, inconsistent opportunities for children to participate and the difficulty in making the programme simple enough for teachers to facilitate in class.	The programme needs to be made more accessible for the children to participate in and for teachers to facilitate easily in class. IT provision needs to be increased to allow this to happen and repeated training for teachers and LSAs. The book stock at school requires reviewing to ensure any new books have been catalogued in the AR system. The approach will continue as a three-year subscription has been bought.
Improved SATS preparation, technique and results	Provision of SATS revision resources	Moderate impact; the resources were good quality and aligned to the new end of KS2 expectations. They were well-used by Year 6 teachers but needed to be put in place at an earlier stage in the year. This meant that there were less opportunities for the revision of key skills using these particular resources.	The approach will continue but the resources will be ordered and brought into use at a much earlier stage (October half term).

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Pupils increase their participation in extra-curricular activities.	Offer of subsidised clubs	The offer was not taken up by any pupil premium families.	This will be offered again this year (see section 5 for supporting reasons).
Pupils explore and develop talents and skills.	Offer of subsidised music tuition and swimming lessons	The offer was not taken up by any pupil premium families.	This will be offered again this year (see section 5 for supporting reasons).
Pupils attend residential visits	Subsidies on residential visits	This was taken up by all eligible pupils. Pupil perception surveys following the visit indicated a high level of engagement and enjoyment, with pupils valuing the opportunities for improving skills such as teamwork, trying new things, perseverance and concentration.	This will be offered again this year (see section 5 for supporting reasons). A larger subsidy will be offered of a 2/3 reduction rather than 1/2 to make this even more easily accessible for PP families.

Pupils attend educational visits	Subsidies on educational visits	This was taken up by all eligible pupils. Pupil perception surveys following the visit indicated a high level of engagement and enjoyment, with pupils valuing the opportunities for improving skills such as teamwork, trying new things, perseverance and concentration.	This will be offered again this year (see section 5 for supporting reasons). A larger subsidy will be offered of a 2/3 reduction rather than 1/2 to make this even more easily accessible for PP families.
Pupils attendance at and readiness for school is improved.	Subsidies on breakfast club	The offer was not taken up by any pupil premium families.	This will be offered again this year. Teachers will also suggest this to eligible parents (e.g. at parents' evenings).
Rigorous tracking of Pupil Premium pupils' attendance, attainment, achievement and well-being. Regular and effective liaison with the governing body. Representation at SLT and pupil progress meetings. Effective deployment of staff. Current knowledge of Pupil Premium matters.	Increased leadership capacity	High impact. Having a senior leader giving oversight to Pupil Premium matters in the school ensures it retains a high profile in all areas of school life. The ability to influence decisions, motivate staff, manage a budget, implement new initiatives, analyse data, track attendance, etc. and having the time built in to the working week in order to achieve this has made it possible to maximise the use of the PPG and impact on pupil achievement.	This approach will continue with the Deputy Head retaining leadership of the PPG for the next year. Additional administrative support will improve the management of the various aspects of Pupil Premium, particularly in tracking attendance, keeping the provision map current and managing the budget.