

Pupil premium strategy statement (primary)

1. Summary information					
School	Barnes Farm Junior School				
Academic Year	2020-2021	Total PP budget	66905 (based on Spring 2020 census of 48 + 1 PP+ = 48 X 1345 + 2345)	Date of most recent review	17.12.20
Total number of pupils	356	Number of pupils currently eligible for PP	55 (not all accounted for in Spring census)	Date for next review	26.03.21

2. Most recent attainment (end of 2018-2019 academic year – no end of 2019-2020 results due to Covid-19 pandemic school closure)												
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.												
<i>N.B. Total number of pupils eligible for PPG in 2020-2021 does not equal the numbers below</i>												
	Year 3 expected	Y3 pupils eligible for PP (16)	Y3 pupils ineligible for PP (74)	Year 4 expected	Y4 pupils eligible for PP (15)	Y4 pupils ineligible for PP (75)	Year 5 expected	Y5 pupils eligible for PP (14)	Y5 pupils ineligible for PP (76)	Year 6 expected	Y6 pupils eligible for PP (12)	Y6 pupils ineligible for PP (78)
Averaged attainment in reading	2.0	2.5	2.6	4.0	3.4	4.4	2.0	2.6	3.2	4.0	4.2	4.9
Averaged attainment in writing		1.8	2.1		2.9	3.8		2.3	2.9		3.8	4.5
Averaged attainment in maths		1.9	2.0		3.1	3.8		2.4	3.2		4.2	4.8
Averaged attainment in reading, writing and maths		2.1	2.2		3.1	4		2.4	3.1		4.1	4.7

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers – generalised (issues to be addressed in school, such as poor oral language skills)		
A.	Attainment gaps in Reading, Writing and Maths in all year groups	
B.	Weak communication skills	
External barriers – generalised (issues which also require action outside school, such as low attendance rates)		
C.	Emotional and mental health impact of Covid-19 pandemic school closure	
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 their capacity for emotional and mental health strength and resilience following the almost certain negative impact cause by the Covid-19 pandemic closure. This will be measured through assessment by professionals such as teachers, school SENCO, counsellors, teaching assistants, YMCA family workers, 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	2020-2021				
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?
To identify and fill the gaps in maths knowledge and understanding left by the Covid-19 pandemic school closure by focussing on embedding Mathematics Mastery (Y3 & Y4) or the White Rose Recovery Programme (Y5 & Y6). As with the interrupted school year in 2019-2020, a particular focus on girls and prior lower and middle attaining pupils should be pursued.	<ul style="list-style-type: none">Improve the teaching of arithmetic so that the attainment outcomes are above national average.Improve the progress outcomes for girls and lower / middle attaining pupils.Implement the Mathematics Mastery approach in Year 4 (Year 3 implemented in 2019).Improve subject knowledge for all staff by delivering SKEWS (Subject Knowledge Enhancement Workshops) every half term.	<p>Progress in maths by the end of KS2 is weakest of the four statutory assessment areas of which progress may be measured (Science being excluded). Analysis of the 2019 assessments indicate that fluency in operations should be a focus area and groups identified include girls and prior lower and middle attaining pupils (from KS1).</p> <p>The choice of implementing the Mathematics Mastery approach is based on the previous record of success in some of our partner CLP schools. . It is based on academic research and the Dimensions of Depth underpin it; together they enable pupils to develop a deep understanding in Mathematics. MM is not a scheme of work. It is a programme for professional development: there are Subject Knowledge Enhancement Workshops (SKEWs) for all staff and specific training for key staff. All elements of the Dimensions of Depth will be present in each lesson. Mathematical language is embedded throughout the lesson – pupils should be answering in complete sentences. There is an embedded expectation to explain in every lesson. MM was introduced into Year 3 in 2019-20 and is now being rolled out into Year 4 in 2020-2021, with subsequent year groups in the following years.</p>	The priority will be given a high profile and place of importance in the school by being part of all teaching and LSA staff PMR. Appropriate training and information will be shared with staff so that the priority is well-understood and embedded in practice.	Subject leader for Maths (successful curriculum implementation and monitoring/Deputy Head (monitoring of impact on PP pupils)	Once a term by SLT

<p>Raise levels of literacy so that the proportion of PP children attaining at age related expectations is comparable to non PP children.</p>	<ul style="list-style-type: none"> • Revisit and start to embed the rationale for the teaching of reading, making it clear and understood by all stakeholders. • Year group teaching teams will continue to identify high-quality texts each term which will positively impact on both reading and writing outcomes. • We will particularly target the progress of prior middle attainers in order to improve on progress outcomes from 2019 across the school (last set of end of year data). 	<p>The EEF has conducted research into reading comprehension and has found that on average, reading comprehension approaches deliver an additional six months' progress, based on extensive evidence in this area from a range of studies over the last 30 years. Detailed analysis of the evidence can be found in their publication, 'Improving Literacy in Key Stage Two' (28th April 2017)</p>	<p>The priority will be given a high profile and place of importance in the school by being supported by SLT. Appropriate training and information will be shared with staff so that the priority is well-understood and embedded in practice.</p> <p>There will be evaluations of teaching, pupil feedback on lessons, book monitoring (writing), Pupil passport monitoring and staff moderation of writing (particularly prior middle attainers).</p>	<p>Reading subject leader (revisiting rationale and policy with staff, pupils and families) /Deputy Head (impact on PP pupils)</p>	<p>Once a term by SLT</p>
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<p>To further improve the school's capacity to better support the health provision of its community, with a particular focus on pupils' understanding of mental health and wellbeing.</p>	<ol style="list-style-type: none"> 1) Continue to implement and integrate 'The Children's Health Project' scheme of work (and the four health champions) into the curriculum 2) Develop provision and understanding of mental health and emotional wellbeing within the school community 	<p>The importance of safeguarding, promoting and improving children's mental health has gained widespread attention in recent years as being vital for the wellbeing and development of children and also for helping to improve educational achievement. The Department for Education comment in depth on this in their publication 'Mental health and behaviour in schools' (March 2016), stating that <i>'In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy.'</i> They go on to state that <i>'Certain individuals and groups are more at risk of developing mental health problems than others'</i> and that social disadvantage is one such risk.</p> <p>Our aims for the choice are:</p> <ul style="list-style-type: none"> • The pupils experience an holistic, cross-curricular approach to health education. • The pupils value physical and mental health equally. • The CHP health champions provide a consistent, clear and focussed method of communicating the projects aims to pupils. • The pupils are able to confidently make healthy choices and understand <u>why</u> they need to make healthy choices. 	<p>The priority will be given a high profile and place of importance in the school by being supported by SLT. Appropriate training and information will be shared with staff so that the priority is well-understood and embedded in practice. Planning will be monitored and there will be surveys carried out with staff, with pupils and with parents.</p>	<p>Deputy Headteacher and Subject leader for PSHE</p>	<p>Once a term by SLT</p>
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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 reading skills	Reading tracking through new library system and STAR Reading assessments	<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>	Communication and advice given by providers of programs. Regular tracking by class teachers (book choices and frequency of reading), by Reading Subject Leader (school overview of the state of reading as informed by the two programs), Deputy Head (as assessment lead – STAR Reading reviews)	Deputy Head and Subject leader for Reading	End of each 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>	Resources will be bought in good time in order to start after Autumn half term. Year 6 teachers will devise a weekly schedule of revision lessons and homework.	Deputy Head	End of academic year.

Improved SATS preparation, technique and results	Provision of free places at Year 6 SATS Easter Booster School (potentially - TBD)	<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 50% 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>Rigorous tracking of Pupil Premium pupils' attendance, attainment, achievement and well-being.</p> <p>Regular and effective liaison with the governing body.</p> <p>Representation at SLT and pupil progress meetings.</p> <p>Effective deployment of staff.</p> <p>Current knowledge of Pupil Premium matters.</p>	<p>Dedicated 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.</p> <p><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>
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