



Pupil premium strategy statement: Barnes Junior School

1. Summary information					
School	Barnes Junior School				
Academic Year	2017/18	Total PP budget	£96,920	Date of most recent PP Review	18.1.17.
Total number of pupils	343	Number of pupils eligible for PP	72	Date for next internal review of this strategy	April 2018

2. Current attainment		
	<i>Pupils eligible for PP BJS 2016</i>	<i>Pupils not eligible for PP BJS 2016</i>
% of pupils achieving the expected standard in reading, writing and maths	52%	63%
reading progress score	+1.72	1.08
writing progress score	-1.44	0.32
maths progress score	-2.69	-1.34

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>)	
A.	Continued effective transition needed between KS1 and KS2 to ensure Year 3 teachers are secure in knowledge and assessment of the cohort
B.	Pupil Premium children are making slower progress in Writing and in Maths in Years 4 and 6 compared to other year groups; Reading is also an issue in Y6
C.	Many pupils eligible for pupil premium also have other factors such as SEN, gender, ethnicity, term of birth to consider when planning successful interventions. This is particularly true of our Y6 cohort this year.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	Attendance of Pupil Premium children across school is lower than that of their peers – each year group shows a 2% difference between attendance of PP children compared to non-PP children
B	
C	

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved rates of attainment and higher number of children achieving above expected progress as a result of whole staff CPD to develop appropriate strategies to support pupils eligible for PP in class	All staff able to plan for and assess effectively the attainment and progress of all children in their class, particularly those eligible for PP
B.	Progress and attainment of more able PP children will be monitored and tracked to ensure improved rates of attainment and progress	More able pupils eligible for PP make as much progress as nonPP more able pupils by end of Key Stage 2. Pupil Progress Review meetings to interrogate data regarding more able PP children to ensure staff accountability.
C.	Increased attendance rates for pupils eligible for PP	Overall PP attendance improves from 95% to 97% in line with non PP pupils
D.	Progress and attainment of all PP children will be monitored and tracked to ensure improved rates of attainment and progress	Pupils eligible for PP make as much progress as nonPP pupils by end of Key Stage 2. Pupil Progress Review meetings to interrogate data regarding PP children to ensure staff accountability.

5. Planned expenditure					
Academic year	2017/2018				
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	Review
Improved rates of attainment and higher number of children achieving above expected progress as a result of whole staff CPD to develop appropriate strategies to support pupils eligible for PP in class	<p>Whole staff CPD Maths Mastery curriculum</p> <p>Whole staff CPD Primary Writing Project</p> <p>Bespoke coaching programme</p> <p>Introduction of Lesson Study as form of whole school CPD</p>	<p>Maths curriculum new and requires training and embedding</p> <p>To ensure English is taught well in all year groups and with a consistent approach so any gaps between PP and non PP can be narrowed quickly</p> <p>To develop teaching and learning so that teachers confident in subject knowledge and teaching strategies, particularly with regard to pupils identified as vulnerable, including PP</p>	<p>Working extensively with LA School Improvement Officers in Maths and English</p> <p>AHT leading coaching programme – followed up through monitoring, books, learning walks, lesson observations</p>	SLT	Jan 2018
Progress and attainment of more able PP children will be monitored and tracked to ensure improved rates of attainment and progress	Embedding use of Target Tracker to assess and plan for next learning steps	<p>Consistent approach needed to assessment across school</p> <p>Target Tracker to support teachers when identifying gaps in children's knowledge, particularly with reference to more able PP children to ensure progress is accelerated</p>	<p>Cross moderation: across school and with local schools</p> <p>Increased % of children on track and above track for ARE in end of year assessments</p> <p>Increased % of children making accelerated progress relative to their starting points</p> <p>Discussions in Pupil Progress Review meetings</p>	SLT	Jan 2018
Total budgeted cost					£4720

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?
Ensure flexible timetabling to ensure teachers and teaching assistants able to deliver targeted support work	Experienced HLTAs identified to lead smaller group teaching of core programmes, e.g. RWI 3 additional TAs employed to maximise teaching opportunities for children	Some of the pupils need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced HLTAs to ensure PP children effectively targeted.	Tracking PP children through data, books, talking to children and Pupil Progress meetings with teachers and HLTAs	SLT WLT Class teachers	Half Termly
Provide additional focused support for teaching in Year 6 (higher % of PP children achieving ARE and making accelerated progress)	4 th teacher employed for year so that Year 6 now in four classes of approx. 23 children per class	To ensure PP children receiving targeted support through appropriate strategies and assessment	As action above	SLT SENDCo	Half Termly
SLT working 1:1 and with booster groups (Y5 and Y6)	Supporting identified Y5 and Y6 children for Reading, Writing and Maths interventions – twice weekly	To develop confidence and fluency in Reading and Maths To secure basic skills, widen vocabulary and understand how to use a range of sentence structures	Regularly reviewed, talking to identified children	HT AHT Y6 teaching team	Half Termly
Improved attainment in Y6 English and Mathematics	Y6 teachers to run 1:1s for identified pupils in Y6	Research including, EEF Toolkit, identifies that teacher-led focused 1:1 teaching has a positive impact on achievement	Thorough analysis of attainment and progress through pupil progress meetings, and also reviewed regularly to ensure the interventions are having a positive impact, and to identify what more needs to be implemented	Y6 teaching team	Every two weeks

Improved attainment in KS2 English and Mathematics	Trained TAs to run interventions each afternoon for targeted pupils	Research shows that trained TAs running planned interventions will add around 2 months to a child's learning ability Interventions in Mathematics and English are targeted to specifically include PP children	Children identified for interventions by SENCO or class teachers who then monitor the success of their intervention	Class teacher SENCO SLT	Half termly
Total budgeted cost					£85,000
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?
Increased attendance rates for pupils eligible for PP	Attendance to be key focus of assemblies throughout the year. Working with parents via a range of communication methods (text, letter, phone call) to ensure children arrive on time and every day. Also face to face at beginning and end of school day.	Attendance of PP children is currently 2% lower than that of their non PP peers (all children 96%; non PP children 97%; PP children 95%)	Monitored by Attendance Officer and School Office staff Pupils to be tracked carefully to ensure immediate and effective teaching allows them to catch up with missed teaching days	SLT	Weekly
Ensure targeted children have a good start to their learning day at school	Provide breakfast club catering for up to ninety children and fund attendance for disadvantaged or vulnerable pupils	This provides a location for social and emotional learning as well as a balanced nutritional breakfast This good start to the day has also had a good impact on attendance and punctuality and therefore in all aspects affects the children's readiness to learn	Provision is overseen by the HLTA team who also ensure that the correct children are targeted	SLT	Half termly

Increased involvement in sports and targeted motor skill development	Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available	Developing sports and team skills has a positive impact on improving children's resilience and mental stamina	Though the result of competitive team sports will hopefully be successful, the key judgement will be in terms of how effectively the children approach their school day in a calm and resilient manner	SLT	July 18
Access to educational visits for all	To ensure that all children are able to attend the residential visits by subsidising these	To ensure equal access to such opportunities for PP children	Take up of this subsidy will be monitored by the School Business Manager	SLT	July 2018
Total budgeted cost					£7200

Use of the Pupil Premium Income in 2016/17

Pupil Premium is additional funding received by schools for each pupil from disadvantaged families or background. The funding brings in £1320 per pupil. It is allocated to schools, based on the number of children who come from low-income families – this is defined as any child who is known to have been eligible for free school meals at any point in the last six years. This is one of the current government's key education policies. It is based on findings that show that, as a group, children who have been eligible for free school meals at any point in time, have consistently lower educational attainment than those who have never been eligible. It also includes children who have been looked after continuously for more than six months (£1900 per pupil); and children where a parent serves in the armed forces (£300 per pupil).

The government compares our results against national averages, rather than against similar schools. The results are mixed and indicate at the statistical level that the results for disadvantaged pupils at Barnes Junior School are improving, but need further improvement across ages and subjects to close the gap on the national average for non-disadvantaged pupils.

Schools have to decide how to use the money in order to improve educational attainment of children from less privileged backgrounds. It has the potential to have a positive impact on the attainment and future life chances of pupils. This works especially where parents support their child through high attendance, good punctuality, encouraging a positive attitude and supporting homework.

Barnes Junior School's aim is that ALL pupils achieve their full potential and that the school compares well with other schools across the country.

How the money was spent

Pupil Premium money is a significant contribution to the school's overall budget £1.3 million: in 2016/17 we received £103,080 in Pupil Premium Grant funding. This was used to fund a number of interventions across all year groups including Maths and Literacy. A School

Attendance Officer was funded to work with pupils and their families with the aim of improving school attendance and punctuality. A Counsellor from IMPACT North East was commissioned to provide counselling and listening services to pupils one day per week across the academic year.

The Senior Leadership Team and Governors have to identify how we can use this money to raise the standards of disadvantaged pupils. In order to meet the needs of these and other vulnerable pupils, the SLT spent some of the additional funds in the following ways in the 2016/17 academic year:

Teachers

1. Additional Teacher in Y6 supported targeted children's learning
2. SLT members taught targeted groups and individuals in Y6
3. 1:1 teaching was given to identified children across all year groups

Support Staff

4. Teaching Assistants worked on pre-teaching small groups throughout the school
5. Trained TAs contracted to run interventions in the afternoons throughout the school

Additional Provision

6. Free after-school clubs five days per week
7. Free Breakfast Club for the most vulnerable
8. Subsidised educational visits and residential visits
9. Provision of after-school clubs for sport

The Impact

Based on last year's end KS2 results:

- 23 PP in year group compared to 56 non-PP children
- Reading 78% PP 88% non PP *a difference of 10%* (gap has narrowed compared to last year's results)
Progress: +1.72 PP compared to +1.08 non PP
- Writing 57% PP 84% non PP *a difference of 27%* (gap has widened slightly compared to last year's results)
Progress: -1.44 PP compared to +0.72 non PP made expected

- Maths 57% PP 79% non PP *a difference of 22%* (gap has widened compared to last year's results)

Progress: -2.69 PP compared to -1.34 non PP

- Combined R W M 52% PP 75% non PP *a difference of 23%*. (gap has narrowed compared to last year's results)

The data shows that the gap between PP children and their non PP peers remains an issue. The key focus this year is to embed the Maths Mastery approach and to introduce the Primary Writing Project across school. Research has shown that the Talk for Writing model, promoted by the Primary Writing Project, is particularly effective in meeting the needs of vulnerable pupils, including Pupil Premium pupils. Whole school CPD in both English and Maths will lead to greater consistency in teaching methods and subject knowledge. This will benefit all pupils.

Those children that made poor progress tended to have additional needs and challenges or had recently arrived at Barnes Junior School. Our strategies are focused on supporting these most vulnerable pupils in current KS2 year groups and in ensuring that all of our children make as much progress as possible in order to fulfil their potential.