



Pupil Premium Strategy 2020-2021

“There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. So high quality teaching must be at the core of all pupil premium work.”

John Dunford
National Pupil Premium Champion 2013-2015

Pupil Premium Strategy 2020-2021

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

For full details of pupil funding and accountability for school see <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021/pupil-premium-conditions-of-grant-2020-to-2021>

Total number of pupils on roll (Academic Year 2020/2021)	360	
Percentage of pupils eligible for Free School Meals (FSM)	22 children	6%
Percentage of Children Looked After	0	-
Percentage of Service Children	0	-
Percentage of pupils eligible for Pupil Premium Grant (PPG)	26 children	7%
Percentage of pupils eligible for Pupil Premium Plus Grant (PP+)	2 children	0.5%
Total amount of PPG received (Financial year 2020-2021) Based on Jan 2020 Census	£34 970 + £4690 (Post LAC) £39 660 total	
Date of most recent PPG review	September 2020	
Date for next internal review of this strategy	March 2021/July 2021	

KS2 attainment and progress 2019-2020

	Pupils eligible for PPG at Bernards Heath Junior School
% achieving Expected standard and above in Reading, Writing and Maths	N/A due to COVID
% achieving Higher standard in Reading, Writing and Maths	N/A due to COVID
% achieving expected standard or above in Reading	N/A due to COVID
% achieving expected standard or above in Writing	N/A due to COVID
% achieving expected standard or above in Maths	N/A due to COVID
Progress score in Reading	N/A due to COVID
Progress score in Writing	N/A due to COVID
Progress score in Maths	N/A due to COVID

Summary of barriers to future attainment (carried over from previous academic year due to COVID)
1. Disadvantaged children are not making expected progress in Maths
2. To ensure at least good progress for Pupils eligible for PPG in Reading and Writing
3. Specific social and emotional needs of individual children and the impact upon their learning
4. Children who have a range of vulnerabilities e.g. PP and SEND
5. Lack of cultural capital
6. Gaps in parenting skills
7. Although there are some common barriers, we endeavour to identify each pupil's individual needs and ensure they have provision that is tailored to them. This is especially important in our school as we have low numbers of disadvantaged children.
8. Access to devices in readiness for potential lockdown

At Bernards Heath Junior School we have fostered an ethos that underpins the whole school community: knowing every child. We are committed to ensuring that every pupil reaches their potential across the whole curriculum and to removing any barriers that might prevent this. This is exemplified by our schools central principle that all disadvantaged pupils should be at the front of the virtual queue for additional or enhanced provision. We are committed to providing bespoke support to all vulnerable children and families that goes well beyond the classroom.

This strategy is written in conjunction best practice guidelines provided by published research which provides a robust evidence base for the interventions and strategies adopted by the school. We recognise that quality first teaching, including professional development, training and support is absolutely key to all learners making progress and achieving. Targeted support across the whole curriculum for disadvantaged pupils, of all abilities, is a key component within our strategy.

Our curriculum is designed with the intention of making it accessible to all of our children, making necessary adaptation; meeting the needs of children who need support as well as those who find learning easy and are thirsty for more knowledge and challenge. As a school we have worked collaboratively on a curriculum that develops relevant, broad, balanced enjoyable and essential skills and knowledge for all of our children, with particular attention to the most disadvantaged.

The usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform progress and enable the early identification of need, support and appropriate intervention. Teachers are constantly assessing children's learning and adapting provision to meet their changing needs. We have termly pupil progress meetings to discuss progress of children causing concern, including children receiving pupil premium funding, with the class teacher and SLT and we complete summative assessments each term (3x a year) so that progress can be tracked.

For the academic year 2018-19 and 2019-20, the school were selected to take part in the 'Closing the Gap' and 'Reading Fluency' projects. We have worked closely with the teams supporting these projects and have been proactive at feeding back the strategies employed throughout the rest of the staff. The outcomes of these projects have informed future planning.

For the academic year 2020-21, this strategy sits alongside the school's 'Catch Up Premium strategy' in recognition of the interruption in on site learning due to the pandemic. Please refer to the strategy attached for further details.

Where at all possible, all strands of the Pupil Premium strategy will continue. This will take into account any restrictions imposed by the Government and potential remote learning, as well as restrictions put in place to ensure that BHJS is as COVID secure as possible. At BHJS, we will adapt our practice and work flexibly to accommodate the interventions and offers we know are successful. Many of the 'lessons learnt from last year' have remained in place from the previous academic year due to the disruption caused by the pandemic.

Review of Targets 2019/2020		
Desired outcomes	Success Criteria	Review
1. Increase the rate of progress of Disadvantaged pupils, particularly in Maths to be in line or above the national average	Every member of staff is aware of the Disadvantaged children in their class and is held accountable for their progress. Children are highlighted on the provision map and discussed individually at pupil progress meetings. This will be measured each term in Years 3 – 6. Academic year 2018 onwards, Essential Maths piloted and now becoming embedded across the school. Closing the Gap project shows increased progress in those children accessing the project. Booster groups are particularly aimed at middle prior attaining children. Impact will be shown in the progress made.	No end of KS2 data due to COVID19. Target to be carried over. Staff fully aware of disadvantaged children in their class and maths set. Attainment and progress not measured in summer term due to Lockdown. Limited data shows a need to focus on high prior attainers in reading, middle attainers and boys in writing and girls in maths. This reflects the whole school cohort.
2. Increase the progress of Disadvantaged children in Years 3 & 4 who did not meet age related expectations in reading	Increased number of Disadvantaged children will make accelerated progress in their reading skills. Children will have access to a wide range of quality literature and the expertise of the qualified librarian.	Attainment and progress not measured in summer term due to Lockdown. Limited data shows the progress in Year 3 is now in line with the cohort. Year 4 still shows a gap due to data of one child.
3. Individual social and emotional needs are met	Increased progression across the curriculum, increased self-esteem with resulting greater access to the curriculum, improved social skills and friendship choices and better self-regulation of behaviour. Each child will have a named adult in school who will be their 'champion' and personal mentor.	Target has been met but needs to continue as it is successful. Supported in Lockdown 1 by SLT.
4. Children with a range of vulnerabilities are identified and specific provision is put in place to meet their needs	Children are highlighted on the provision map and discussed individually at pupil progress meetings. They are top of the virtual queue. Each child will have a named adult in school who will be their 'champion' and personal mentor.	Target met. Supported in Lockdown 1 by SLT.

<p>5. Increased cultural capital</p>	<p>Increased participation in extra-curricular activities and school trips. Good level of attainment in sports and the arts foundation subjects. Children will have access to a wide range of quality literature and the expertise of the qualified librarian.</p>	<p>Target met in first half of the year. School trips and extra curricular activities did not take place from March 2020 onwards due to COVID restrictions.</p>
<p>6. Gaps in Parenting Skills supported and increased parental engagement in school</p>	<p>Parents will be engaged with the school and their child's learning. They will attend school events receiving individual invites where necessary. Staff will have a clear understanding of each of these family's needs. Targeted use of Family Support Worker where necessary.</p>	<p>Parental engagement is good and very strong relationships were built up during Lockdown due to regular contact including home visits, food parcels etc. This has been a key success of Lockdown. Parents are much more confident about approaching the school.</p>
<p>7. Although there are some common barriers, we endeavour to identify each pupil's individual needs and ensure they have provision that is tailored to them. This is especially important in our school as we have low numbers of disadvantaged children.</p>	<p>Staff will have a clear understanding of the child and family's needs.</p>	<p>Target met.</p>

Targets 2020/2021	
Desired outcomes/Targets	Success Criteria
1. Increase the rate of progress of Disadvantaged pupils, particularly in Maths to be in line or above the national average	Every member of staff is aware of the Disadvantaged children in their class and is held accountable for their progress. This includes throughout any period of remote learning. These children will still be the top of the 'Virtual queue' regardless of whether they are in school or learning remotely. Children are highlighted on the provision map and discussed individually at pupil progress meetings. This will be measured each term in Years 3 – 6. Academic year 2018 onwards, Essential Maths piloted and is now embedded across the school. Booster groups are particularly aimed at middle prior attaining children. Impact will be shown in the progress made.
2. Increase the progress of Disadvantaged children who did not meet age related expectations in reading	Increased number of Disadvantaged children will make accelerated progress in their reading skills. Children will have access to a wide range of quality literature and the expertise of the qualified librarian. In any period of remote learning, quality literature will be available to all PPG children. Work will be tailored to meet their individual needs and the specialist SEN teacher will work remotely with identified children to ensure no child is left behind.
3. Individual social and emotional needs are met	Increased progression across the curriculum, increased self-esteem with resulting greater access to the curriculum, improved social skills and friendship choices and better self-regulation of behaviour. Each child will have a named adult in school who will be their 'champion' and personal mentor. In any period of remote learning, PPG children and their families will be supported by the SLT with direct contact made at least weekly.
4. Children with a range of vulnerabilities are identified and specific provision is put in place to meet their needs	Children are highlighted on the provision map and discussed individually at pupil progress meetings. They are top of the virtual queue. Each child will have a named adult in school who will be their 'champion' and personal mentor. In any period of remote learning, PPG children and their families will be supported by the SLT with direct contact made at least weekly. Teachers to monitor these children during any future lockdowns via remote learning platform and individual communication.

5. Increased cultural capital	Increased participation in extra-curricular activities and school trips. Good level of attainment in sports and the arts foundation subjects. Children will have access to a wide range of quality literature and the expertise of the qualified librarian. In any period of remote learning, quality literature will be available to all PPG children. Resources will be made available for children to enrich their time at home.
6. Gaps in Parenting Skills supported and increased parental engagement in school	Parents will be engaged with the school and their child's learning. They will attend school events receiving individual invites where necessary. Staff will have a clear understanding of each of these family's needs. Targeted use of Family Support Worker where necessary. In any periods of remote learning, the school will work closely with PPG families to ensure they are supported with their child's learning. Regular contact will be made with both the children and their parent/s to enhance relationships with the school.
7. Although there are some common barriers, we endeavour to identify each pupil's individual needs and ensure they have provision that is tailored to them. This is especially important in our school as we have low numbers of disadvantaged children.	Staff will have a clear understanding of the child and family's needs.
8. Access to devices in preparation for potential lockdown or bubble closures.	All PPG children will have access to a device for remote learning. They will have an understanding of how the schools online platform works.

Provision Funded through Pupil Premium Grant

1:1 Tuition/Mentoring – Desired Outcomes 1,2 Provide 1:1 tuition in English and/or Maths with a class teacher for children at risk of not making good progress or meeting ARE by the end of Year 6 Evidence base: Education Endowment Foundation - One to one tuition +5 months
Impact Children will make expected or better progress.
Projected Cost (year) 10 x 6 x £30hr = £1800
Staff Lead: Assistant Heads & AssCo
Lessons learnt from last year: 1:1 tuition sessions rolled out across the school targeting children to ensure maximum progression. This provision sits alongside the Catch Up premium strategy whereby all identified PPG children will receive interventions. Please see Catch Up premium strategy for further details.

SEN Specialist Support Teacher – Desired outcomes 1,2,4 and 6 Provide 1:1 tuition in English and/or Maths with a specialist teacher for children working significantly below ARE Evidence base: Education Endowment Foundation - One to one tuition +5 months, Parental Engagement +3 months, Phonics +4 months, Reading Comprehension Strategies +6 months, Small group tuition +4 months, Oral language interventions +5 months
Impact Targets on pupil profiles will be achieved. Specialised assessment data will show accelerated progress. Parents will be invited to join sessions. They will feel more confident in supporting their child's learning. TA's trained to effectively support children within class.
Projected Cost (year) 5 hrsx 40weeks@£30/hour = £6000
Staff Lead: SENCo & SEN Teacher
Lessons learnt from last year: TA sessions are particularly useful. There has been a change of support staff for 2020-21 and this input ensures consistency and knowledge. Continue to introduce parent sessions to help explain how to support their child at home.

<p>Young Carers – Desired outcomes 3, 4 and 7 Evidence base: Education Endowment Foundation – Social and Emotional learning +4 months Provide lunchtime club activities, resources and trips Evidence base: In school monitoring and pupil voice shows children value the time and space</p>
<p>Impact Children have dedicated time and space to make new friends and take a break from their caring responsibilities. They have the opportunity to discuss Young Carers issues and have fun.</p>
<p>Projected Cost (year) 1hr/week@£10/hourx43=£430 7% of cost=£30</p>
<p>Staff Lead : Young Carers Lead</p>
<p>Lessons learnt from last year: New Young carers lead in place. Continue with previous format, but refreshing activities and ideas. Consider a Young Carers assembly to highlight and celebrate what the children have been doing. Consider how this will be viable in Year group bubbles.</p>

<p>Librarian - Desired outcomes 2 and 5 Evidence base: Education Endowment Foundation – Reading comprehension strategies +6 months, Oral language interventions +5 months Available on a daily basis to help children choose high quality books at home and school. Provides 1:1 reading support for identified children</p>
<p>Impact All PPG children are issued a reading book suitable for their reading level and a library book. Each child has access to a wide range of high quality, well managed resources and may be targeted by the class teacher for extra reading support with the librarian. Weekly library lessons and open library sessions 2x/week. Reading challenges are set throughout the year in conjunction with the English Leads. High take up of challenges throughout the school to promote a love of reading and specific reading skills.</p>
<p>Projected Cost (year) 15hrs/week@£10/hour x43=£6450 7% of cost=£452</p>
<p>Staff Lead: School librarian & English Lead</p>
<p>Lessons learnt from last year: Librarian reading 1:1 with identified PPG children continues to be highly successful. Priority readers need to continue to be identified. Library books are now rebanded and banded books also available in classroom that are tailored to the childrens level of reading</p>

Specialist Music Teacher - Desired outcomes 5
Provide a specialist music teacher who teaches all children to play a tuned instrument as well as opportunities to sing in the choir and play in the orchestra
Evidence base: Education Endowment Foundation - Arts participation +2 months
Impact
Each child has a high quality music lesson delivered by a specialist music teacher every week. Each child has the opportunity to perform to a large audience at least twice a year.
Projected Cost (year)
7% of music teacher salary
£3000
Staff Lead: Music Coordinator
Lessons learnt from last year:
New Music teacher academic year 2020-21. Ensure she is aware of the 'Virtual queue' and that disadvantaged children remain at the front of the 'virtual queue' for performances, opportunities and experiences. Ensure that children have access to recorders and high quality music books. Liaise with peripatetic teachers to ensure talent and ability is highlighted. Consider how the current restrictions will impact music lessons (singing, sharing instruments etc)

Subsidized Peripatetic Music Lessons - Desired outcomes 5
Evidence base: Education Endowment Foundation - Arts Participation +2 months
Impact
All PPG children are offered the opportunity to learn a tuned instrument if they choose to.
Projected Cost (year)
£500 (based on last years spend)
Staff Lead: Assistant Office Manager
Lessons learnt from last year:
Continue to promote uptake of subsidised lessons through newsletter/extra- curricular club voucher information/school brochure/new to Year 3 parent meetings/whole school music assemblies. Liaise with Music teacher to understand which children may benefit.

<p>Specialist Sports Teaching Assistant - Desired outcomes 5 Supports children to make PE more inclusive and extending provision for target groups Evidence base: Education Endowment Foundation - Sports Participation +2 months</p>
<p>Impact Children will have greater opportunity to develop key physical skills within lessons.</p>
<p>Projected Cost (year) 7% of Sports TA £800</p>
<p>Staff Lead: PE Coordinators</p>
<p>Lessons learnt from last year: Work closely with PE lead to identify opportunities for these children. Increase percentage of children taking part in Level 2 competitions. Sports TA to deliver extra sessions at lunchtime to encourage participation in playground games and activities. Consider how the current restrictions will impact this (sharing equipment, year group bubbles, split lunches etc)</p>

<p>Bangla speaking Teaching Assistant - Desired outcomes 1, 2, 4, 6 and 7 Evidence base: Education Endowment Foundation – Parental Engagement +3 months, Reading Comprehension strategies +6 months, Teaching Assistants +1 month</p>
<p>Impact Work with children across the school (1:1/1:2), liaise with Bangla speaking parents and run an after school Bangla club Closer community links with Bangla families. Increased contact with parents. Bangla after school club attendance. Specific children identified for English and Maths intervention with a focus of vocabulary development.</p>
<p>Projected Cost (year) 7% of 4 hrs week@£10/hourx43 £120</p>
<p>Staff Lead: Assistant Heads & AssCo, Bangla speaking TA</p>
<p>Lessons learnt from last year: This intervention will remain in the strategy. There are 6 Bangla children currently in BHJS. In any period of remote learning, communication between the TA and children/families will be regular to ensure the children are accessing the work.</p>

<p>Extra-Curricular Club Voucher - Desired outcomes 3, 4, 5 All FSM and PP+ children issued with one club voucher per year. School is invoiced by the club Evidence base: Education Endowment Foundation - Arts Participation +2 months, Sports Participation +2 months</p>
<p>Impact Children able to attend after school or lunchtime extracurricular club.</p>
<p>Projected Cost (year) £4/session for 14 weeks (estimated) £1456</p>
<p>Staff Lead: Pupil Premium Coordinator/Club Leads/Sports Lead and Sports TA/Class teachers</p>
<p>Lessons learnt from last year: Continue. Also, ask Class teachers to put children forward for clubs as they know the children best. Consider any opportunities for holiday activity clubs arising and promote to PPG families.</p>

<p>Other Services provided by outside agencies - Desired outcomes 3, 4, 6 and 7 e.g. St Albans Plus Evidence base: Education Endowment Foundation - Parental engagement +3 months, Behaviour interventions +3 months, Social and Emotional learning +4 months</p>
<p>Impact Parent support worker available for parent or school referral. Support parents in managing children at home and accessing support services. TAF/FFA coordination.</p>
<p>Projected Cost (year) Projected St Albans Plus cost for 1 year=£2500 50% of cost (potentially 4 children) = £1250</p>
<p>Staff Lead: Head & SENCo</p>
<p>Lessons learnt from last year: Continue-outcome varies based on case by case. Highly personalised. Consider how to implement this remotely in case of lockdown.</p>

'The Hub' - Desired outcomes 3, 4, 6 and 7

1 teacher and 1 TA to run a lunchtime and an afternoon session per week. Includes drinks and snacks.

Evidence base: Education Endowment Foundation - **Social and Emotional Learning +4 months, Behaviour Interventions +3 months, Collaborative learning +5 months, Parental Engagement +3 months**

Impact

The impact of The Hub varies from child to child due to its highly individualised nature, but generally includes; increased progression across the curriculum, increased self-esteem with resulting greater access to the curriculum, improved social skills, friendship choices, and better self-regulation of behaviour.

Projected Cost (year)

Teacher cost: 4 hours/week @£30/hour x40= £4800

50% of £4800 = £2400

TA Cost: 4 hours/week @£10/hour x40= £1600

50% of £1600 = £800

Running costs: £100

50% of £100 = £50

Staff Lead: Hub Teacher/ Assistant Heads

Lessons learnt from last year:

The Hub has good impact on the emotional wellbeing of the children who attend. This is evidenced in their Boxall profiles. The make up of the group is vital to its success. This will be reviewed at least half-termly taking children's views into account. Boxall profiles to be updated termly. Parental involvement to be increased and parents invited to attend at least one session.

Ensure this provision can continue remotely throughout any periods of remote learning to fully support these children. Consider how to deliver this provision within Year group bubbles. Identify the greatest need.

See 'Vibe' below.

'Vibe' - Desired outcomes 3, 4, 6 and 7

2 teachers to run the club after school for one hour one day a week

Evidence base: Education Endowment Foundation - **Social and Emotional Learning +4 months, Collaborative learning +5 months, Parental engagement +3 months**

Impact

The impact of Vibe club varies from child to child due to its highly individualised nature, but generally includes; increased self-esteem with resulting greater access to the curriculum, improved social skills and friendship choices and children will have developed strategies to cope with normal stresses and strains in everyday life.

The children's progress is measured using the Stirling Children's Wellbeing Scale.

Projected Cost (year)

£0

Staff Lead: Mental Health Lead

Lessons learnt from last year:

Positive feedback from last academic year group from both children and parents. Ensure this provision can continue throughout any periods of remote learning to fully support identified children.

<p>Targeted Intervention - Desired outcomes 1, 2 and 4</p> <p>TA led targeted interventions in English and Maths for children who are not making expected progress or meeting ARE. This will include the identification of 'Priority readers' throughout the school to be heard weekly, sometimes daily, by an adult.</p> <p>Evidence base: Education Endowment Foundation - Small group tuition +4 months, Phonics +4 months, TA's +1 month, Reading Comprehension strategies +6 months, Feedback +8 months</p>
<p>Impact</p> <p>Children make good progress in English and Maths Children more confident in class and with friendship groups</p>
<p>Projected Cost (year)</p> <p>4 hours/week@£10/hour=£1600 each class Total £19200 50% of total= £9600</p>
<p>Staff Lead: Assistant Heads, AssCo and English/Maths lead</p>
<p>Lessons learnt from last year:</p> <p>Continue to update training for teaching assistants on interventions and approaches used to increase children's understanding and knowledge/skills (including the use of the SEN specialist teacher)</p> <p>Ensure that the projects the school are participating in are filtered down to the Teaching Assistants (eg. Reading fluency project, Closing the Gap)</p> <p>Continue to share good practice across the school in Maths intervention (Maths club/booster groups) Maths coordinator to ensure interventions are in place across the school</p> <p>English and Maths leads to ensure impact of interventions and consider their effectiveness</p>

<p>Computing Club - Desired outcomes 5</p> <p>Provide a teacher-led computing club once a week for targeted children</p> <p>Evidence base: Education Endowment Foundation - Digital technology +4 months</p>
<p>Impact</p> <p>Coding club offers the opportunity for children to develop the skills needed for today's digital world</p>
<p>Projected Cost (year)</p> <p>£0 (free places offered by external provider)</p>
<p>Staff Lead: ICT Coordinator</p>
<p>Lessons learnt from last year:</p> <p>Computing lead to ensure Computing club is up and running weekly. Ensure that PPG are at the top of the Virtual queue for spaces. Consider impact of year group bubbles.</p>

<p>Targeted in class support (excluding Targeted interventions above) including targeted marking and feedback. - Desired outcomes 1, 2 and 4 For individuals and groups identified on the Provision Map. PPG children top of virtual queue. All teachers and TAs aware of who these children are. Evidence base: Education Endowment Foundation - Targeted marking and feedback +8 months, Teaching assistants +1 month, Individualised instruction + 3 months, Oral language interventions +5 months</p>
<p>Impact Marking and feedback is used effectively and identifies next steps in learning journey. Teachers and support staff are aware of their PPG cohort. TA's used to provide targeted support within class. PPG children are a key focus group discussed individually at Pupil Progress meetings termly.</p>
<p>Projected Cost (year) 16 hours/week@£10/hour=£6400 (TAs average 22 hours/week, 6 hours are targeted interventions) Total=£76800 7% of total=£5376</p>
<p>Staff Lead: Class Teachers</p>
<p>Lessons learnt from last year: Continue. Marking and feedback is effective. TA's are effectively deployed and are aware of PPG in their class/set.</p>

<p>Curriculum enrichment subsidies - Desired outcomes 5 Subsidize trips such as Year 6 school journey, swimming, cycling proficiency, enrichment experiences (see also Extra Curricular Club voucher & Peripatetic Music) Evidence base: Education Endowment Foundation - Arts Participation +2 months, Sports Participation +2 months, Outdoor Adventure Learning +4 months</p>
<p>Impact All children have the opportunity to attend extra-curricular and enrichment activities regardless of ability to pay. The children will have a deeper and richer gain in cultural capital. We aim to foster new hobbies and interests that the children may not have experienced before, to 'spark' perhaps a lifelong interest</p>
<p>Projected Cost (year) £600</p>
<p>Staff Lead: Assistant Office Manager</p>
<p>Lessons learnt from last year: Continue when restrictions allow these activities. Look for other opportunities to enrich the curriculum with the COVID restrictions.</p>

Change for Life Activity Session/Game On - Desired outcomes

All PPG children invited and encouraged to participate in lunchtime session once a week. GAME ON is led by Year 6 sports ambassadors and develops leadership and participation skills.

Evidence base: Education Endowment Foundation - **Sports Participation +2 months, Collaborative learning +5 months,**

Impact

Children have the opportunity to develop key physical skills and work collaboratively to accomplish new skills and achieve aims

Projected Cost (year)

1hr/week@£10/hour

£430

Staff Lead: PE Leads/AL/Sports TA/Sports Ambassadors

Lessons learnt from last year: To continue

To encourage a high uptake and participation across all sessions, although data shows that all PPG children that attended, achieved at least expected standard in PE. Consider how the current restrictions will impact these sessions (sharing equipment, year group bubbles, split lunches)

Counselling and Mentoring - Desired outcomes 3, 6 and 7

Evidence base: Education Endowment Foundation - **Social and Emotional learning +4 months, Behaviour interventions +3 months**

Impact

Happy and settled. Interacting appropriately with peers and adults in the classroom, on the playground and at home.

Able to understand own emotions and develop strategies to deal with these.

Projected Cost (year)

£420 for 12 sessions

£420 (projected no. of sessions 12)

Staff Lead: Head & SENCo

Lessons learnt from last year:

Highly individualised, responding to needs of children. Not appropriate to comment on individual progress or circumstances. Consider how this can continue remotely in case of bubble closure or lockdown.

Remote access and digital devices- Desired outcomes 8	
Evidence base: Education Endowment Foundation - Digital technology +4 months, Parental engagement +3 months	
Impact	
All PPG children will have a suitable device on which to access remote learning through the schools online platform. They will access and submit work confidently. Wifi needs will be addressed and support offered.	
Projected Cost (year)	
DfE sourced laptops - £0 Google classroom - £0 Staff inhouse training using expertise of ICT coordinator Wifi vouchers/codes – £0 (making use of offers from large companies)	
Staff Lead: Assistant Headteachers, ICT co ordinator, IT support	
Lessons learnt from last year: Lockdown 1 highlighted children and families that had limited access to digital devices. Hard copies were supplied in place. As the school will work towards a more formal remote learning offer, devices must be available in order for these children to complete work easily.	

Cost of Schools Meals		
Number of FSM Pupils:		
22		
Impact		
Children receive a healthy and balanced meal throughout any periods of remote learning, ensure all FSM children are provided with a lunch pack daily or supermarket vouchers through the government scheme. Seek other ways of supporting families – food bank vouchers, free Veg boxes, links with the community.		
Projected Cost (year)		Actual Cost (year)
£2.65x185x22 £10785.50		
Staff Lead: Assistant Office Manager		
Lessons learnt from last year: Actively encourage and support people to apply for free school meals, especially in light of the effects of COVID on peoples financial circumstances. All FSM children were provided with a daily cold/hot packed lunch throughout lockdown 1. These were either collected or delivered directly to families. School became a recognised body for distributing food bank vouchers and there was a clear take up of this offer. To ensure we remain a recognised body going forward.		

References

Education Endowment Foundation Teaching and Learning Toolkit

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

Education Endowment Foundation Pupil Premium guide June 2019

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf

Bernards Heath Junior School Catch Up premium strategy 2020-2021