



Pupil Premium Strategy 2019-2020

“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 2019-2020

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-2019-to-2020/pupil-premium-conditions-of-grant-2019-to-2020>

Total number of pupils on roll (Academic Year 2019/2020)	360	
Percentage of pupils eligible for Free School Meals (FSM)	18 children	5%
Percentage of Children Looked After	0	-
Percentage of Service Children	0	-
Percentage of pupils eligible for Pupil Premium Grant (PPG)	24	7%
Percentage of pupils eligible for Pupil Premium Plus Grant (PP+)	2	1%
Total amount of PPG received (Financial year 2018/2019) Based on 2018/2019 Census	£42 710	
Date of most recent PPG review	September 2019	
Date for next internal review of this strategy	March 2020/July 2020	

KS2 attainment and progress 2018-2019 (Hertfordshire Provisional Data)

	Pupils eligible for PPG at Bernards Heath Junior School
% achieving Expected standard and above in Reading, Writing and Maths (14 children)	29%
% achieving Higher standard in Reading, Writing and Maths	0%
% achieving expected standard or above in Reading	36%
% achieving expected standard or above in Writing	50%
% achieving expected standard or above in Maths	43%
Progress score in Reading	+0.01
Progress score in Writing	-0.71
Progress score in Maths	-3.29

Summary of barriers to future attainment
1. Disadvantaged children are not making expected progress in Maths
2. 61% of disadvantaged children in Years 3 & 4 did not meet age related expectations in reading
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.

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.

Desired outcomes	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. 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.
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.
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.
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.
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.
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.
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.

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 to be rolled out across the school targeting children to ensure maximum progression.

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
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 large change of support staff for 2019-20 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 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 8% of cost=£34</p>
<p>Staff Lead : Young Carers Lead</p>
<p>Lessons learnt from last year: Young Carer lead left 2019. New lead chosen and trained. Ready to start in December 2019. Continue with previous format, but refreshing activities and ideas. Consider a Young Carers assembly to highlight and celebrate what the children have been doing.</p>

<p>Librarian - Desired outcomes 2 and 5 Evidence base: Education Endowment Foundation – Reading comprehension strategies +6 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 8% of cost=£516</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 need re-banding to ensure they are closely matched to the children’s reading level and ability.</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) 8% of music teacher salary £3000
Staff Lead: Music Coordinator
Lessons learnt from last year: Ensure Disadvantaged children are 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.

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) 8% of Sports TA £800</p>
<p>Staff Lead: PE Coordinators</p>
<p>Lessons learnt from last year: New Sports TA 2019-20 to be made aware of Disadvantaged cohorts and their individual needs. Work closely with PE lead to identify opportunities for these children. Increase percentage of children taking part in Level 2 competitions.</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) 8% of 4 hrs week@£10/hourx43 £138</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 no current PPG Bangla children, but this may change during the year.</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) £1120</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.</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 involvement +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 25% of cost (potentially 2 children) = £625</p>
<p>Staff Lead: Head & SENCo</p>
<p>Lessons learnt from last year: Continue-outcome varies based on case by case. Highly personalised.</p>

<p>'The Hub' - Desired outcomes 3, 4, 6 and 7</p> <p>1 teacher and 1 TA to run a lunchtime and an afternoon session per week. Includes drinks and snacks.</p> <p>Evidence base: Education Endowment Foundation - Social and Emotional Learning +4 months, Behaviour Interventions +3 months, Collaborative learning +5 months</p>
<p>Impact</p> <p>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.</p>
<p>Projected Cost (year)</p> <p>Teacher cost: 4 hours/week @£30/hour x40= £4800 50% of £4800 = £2400</p> <p>TA Cost: 4 hours/week @£10/hour x40= £1600 50% of £1600 = £800</p> <p>Running costs: £100 50% of £100 = £50</p>
<p>Staff Lead: Hub Teacher/ Assistant Heads</p>
<p>Lessons learnt from last year:</p> <p>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.</p> <p>Boxall profiles to be updated termly</p> <p>Parental involvement to be increased and parents invited to attend at least one session</p> <p>Consider an external visit to increase cultural capital.</p> <p>See 'Vibe' below.</p>

<p>'Vibe' - Desired outcomes 3, 4, 6 and 7</p> <p>2 teachers to run the club after school for one hour one day a week</p> <p>Evidence base: Education Endowment Foundation - Social and Emotional Learning +4 months, Collaborative learning +5 months</p>
<p>Impact</p> <p>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.</p> <p>The children's progress is measured using the Stirling Children's Wellbeing Scale.</p>
<p>Projected Cost (year)</p> <p>£0</p>
<p>Staff Lead: Mental Health Lead</p>
<p>Lessons learnt from last year:</p> <p>New initiative developed in response to identified need within school. Positive feedback from last academic year pilot group from both children and parents.</p>

<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</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/Homework Club - Desired outcomes 5</p> <p>Provide a teacher-led lunchtime computing and homework club once a week for targeted children</p> <p>Evidence base: Education Endowment Foundation - Digital technology +4 months, Homework +2 months</p>
<p>Impact</p> <p>Computing club for children who do not have access to computers at home or need extra input with homework activities</p> <p>Homework is supported by a qualified teacher. This also addresses the issue of parental gaps in knowledge and skills.</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>100% of 40 hours@£30/hour</p>

£1200
Staff Lead: ICT Coordinator
Lessons learnt from last year: Computing lead to ensure Computing club is up and running weekly

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
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.
Projected Cost (year) 16 hours/week@£10/hour=£6400 (TAs average 22 hours/week, 6 hours are targeted interventions) Total=£76800 8% of total=£6144
Staff Lead: Class Teachers
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.

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 +3 months
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
Projected Cost (year) £600 (based on last years spend)
Staff Lead: Assistant Office Manager
Lessons learnt from last year: Continue

<p>Change for Life Cookery Club - Desired outcomes 3, 5 and 6 Invite all pupil premium children for at least half a term per year Evidence base: Education Endowment Foundation- Parental engagement + 3 months</p>
<p>Impact Children have opportunity to develop key life skills Parents are invited to attend a 'Family tea'</p>
<p>Projected Cost (year) Staffing: 2hr/week@£10/hour = £860 Running cost = £350 Total= £1210</p>
<p>Staff Lead: Teaching Assistant for Cooking Club</p>
<p>Lessons learnt from last year: TA that took lead this session last academic year is now undertaking a GTP. Need to recruit new lead. Groups of 4 for shorter periods works well. Recipes limited due to time constraints.</p>

<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,</p>
<p>Impact Children have the opportunity to develop key physical skills and work collaboratively to accomplish new skills and achieve aims</p>
<p>Projected Cost (year) 1hr/week@£10/hour £430</p>
<p>Staff Lead: PE Leads/AL/Sports TA/Sports Ambassadors</p>
<p>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</p>

Counselling and Mentoring - Desired outcomes 3, 6 and 7 Evidence base: Education Endowment Foundation - Social and Emotional learning +4 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

Cost of Schools Meals		
Autumn	Spring	Summer
Number of FSM Pupils	Number of FSM Pupils	Number of FSM Pupils
16		
Impact	Impact	Impact
Children receive a healthy and balanced meal	Children receive a healthy and balanced meal	Children receive a healthy and balanced meal
Projected Cost (year)		Actual Cost (year)
£2.55x185x16 £7548		
Staff Lead: Assistant Office Manager		
Lessons learnt from last year: Encourage and support people to apply for free school meals.		

Breakdown of Pupil Premium Plus Provision – Interventions 2019/2020 (not currently Free School Meals)

(See Pupil Premium Strategy Impact document for a detailed breakdown of individualised spending for PP+)

References

Education Endowment Foundation Teaching and Learning Toolkit <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>