



## **Pupil Premium Strategy 2018-2019**

“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 2018-2019**

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-conditions-of-grant-2018-to-2019/pupil-premium-2018-to-2019-conditions-of-grant>

Total number of pupils on roll (Academic Year 2017/2018)	355	
Percentage of pupils eligible for Free School Meals (FSM)	13 children	4%
Percentage of Children Looked After	0	-
Percentage of Service Children	0	-
Percentage of pupils eligible for Pupil Premium Grant (PPG)	29	8%
Percentage of pupils eligible for Pupil Premium Plus Grant (PP+)	3	1%
Total amount of PPG received (Financial year 2017/2018) Based on 2016/2017 Census	£44 880	
Date of most recent PPG review	September 2018	
Date for next internal review of this strategy	November 2018/March 2019/July 2019	

## **KS2 attainment and progress 2018**

	Pupils eligible for PPG at Bernards Heath Junior School	Pupils not eligible for PPG ('national other' average)
% achieving Expected standard and above in Reading, Writing and Maths (10 children)	20%	70%
% achieving Higher standard in Reading, Writing and Maths	0%	12%
% achieving expected standard or above in Reading	50%	80%
% achieving expected standard or above in Writing	40%	83%
% achieving expected standard or above in Maths	20%	81%
Progress score in Reading	+1.16	+0.31
Progress score in Writing	+0.35	+0.24
Progress score in Maths	-3.26	+0.31

Summary of barriers to future attainment
1. Disadvantaged children are not making expected progress in Maths
2. Specific social and emotional needs of individual children and the impact upon their learning
3. Children who have a range of vulnerabilities eg PP and SEND
4. Access to extra-curricular activities and school trips
5. Although there are some common barriers, we endeavour to identify each pupils 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 whereby disadvantaged are always at the front of the virtual queue. For example they are considered for clubs and external opportunities first and their books are marked first.

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.

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. Booster groups are particularly aimed at middle prior attaining children. Impact will be shown in the progress made.
2. 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.
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. All PPG children to have the opportunity to take part in extra-curricular activities to increase sports and arts participation	Increased participation in extra-curricular activities and school trips. Good level of attainment in sports and the arts foundation subjects.

### Provision Funded through Pupil Premium Grant

<b>1:1 Tuition – Desired Outcomes 1,2</b>		
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 - <b>One to one tuition +5 months</b>		
Numbers of PPG pupils	Impact	Supporting Data (for Pupil Premium children)
8 PPG children	Children will make expected or better progress.  <b>RAG Rating:</b>	<i>End of Year Attainment and progress data</i>
Projected Cost (year)		Actual Cost (year)
8 x 10 x £30hr <b>= £2400 (based on last year)</b>		
<b>Staff Lead:</b> Assistant Heads & AssCo		
<b>Lessons learnt from last year:</b> Consider the timing of the 1:1 tuition sessions and the focus children to ensure maximum progression. Also begin 1:1 sessions earlier on in the year.		

<b>SEN Specialist Support Teacher – Desired outcomes 1,2 and 4</b>		
Provide 1:1 tuition in English and/or Maths with a specialist teacher for children working significantly below ARE Evidence base: Education Endowment Foundation - <b>One to one tuition +5 months</b>		
Numbers of PPG pupils	Impact	Supporting Data
8 children	Targets on pupil profiles will be achieved. Specialised assessment data will show accelerated progress. <b>RAG Rating:</b>	<i>Please refer to individual SEN Assessment reports for progress made throughout the year.</i>
Projected Cost (year)		Actual Cost (year)
8 hrsx 40weeks@£30/hour = <b>£9600</b>		
<b>Staff Lead:</b> SENCo & SEN Teacher		
<b>Lessons learnt from last year:</b> TA sessions are particularly useful and have been welcomed by all Impact is increased when parents are more involved. Continue to introduce parent sessions to help explain how to support their child at home.		

Young Carers – Desired outcomes 2, 3 and 5		
Provide lunchtime club activities, resources and trips		
Numbers of PPG pupils	Impact	Supporting Data
13% of Young Carers are PPG	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. <b>RAG Rating:</b>	<i>Pupil voice in Summer term</i>
Projected Cost (year)		Actual Cost (year)
1hr/week@£10/hourx43=£430 <b>13% of cost=£56</b>		
<b>Staff Lead :</b> Young Carers Lead		
<b>Lessons learnt from last year:</b> Continue communication between young carers lead and class teachers to ensure children are identified and invited where appropriate Feedback from the children highlights how much they value their time in Young carers each week.		

Librarian - Desired outcomes 1 and 2																	
Available on a daily basis to help children choose high quality books at home and school. Provides 1:1 reading support for identified children																	
Numbers of PPG pupils	Impact	Supporting Data															
29 children (8%)	All PPG children are issued a reading book 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.  <b>RAG Rating:</b>	<i>Average number of books loaned per pupil V average number of books loaned per PPG pupil</i> <table border="1"> <thead> <tr> <th>Year group</th> <th>Average per pupil</th> <th>Average per PPG pupil</th> </tr> </thead> <tbody> <tr> <td>3</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> </tr> </tbody> </table>	Year group	Average per pupil	Average per PPG pupil	3			4			5			6		
Year group	Average per pupil	Average per PPG pupil															
3																	
4																	
5																	
6																	
Projected Cost (year)		Actual Cost (year)															
15hrs/week@£10/hour x43=£6450 <b>8% of cost=£516</b>																	
<b>Staff Lead:</b> School librarian & English Coordinator																	
<b>Lessons learnt from last year:</b> Librarian reading 1:1 with identified PPG children continues to be highly successful. Continue next year.																	

<b>Specialist Music Teacher - Desired outcomes 5</b>										
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 - <b>Arts participation +2 months</b>										
<b>Numbers of PPG pupils</b>	<b>Impact</b>	<b>Supporting Data</b>								
29 children (8%)	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.  <b>RAG Rating:</b>	<i>Club and concert attendance data at end of year. Summary of activities available ot PPG children</i>  <i>% PPG children at ARE+ from foundation assessment</i> <table border="1"> <tr> <td>Year 6</td> <td></td> </tr> <tr> <td>Year 5</td> <td></td> </tr> <tr> <td>Year 4</td> <td></td> </tr> <tr> <td>Year 3</td> <td></td> </tr> </table>	Year 6		Year 5		Year 4		Year 3	
Year 6										
Year 5										
Year 4										
Year 3										
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>								
8% of music teacher salary <b>£3000</b>										
<b>Staff Lead:</b> Music Coordinator										
<b>Lessons learnt from last year:</b> Continue to focus on the current Year 6 and seek to offer the opportunities to improve their musical ability. Ensure they are at the front of the 'virtual queue' for performances, opportunities and experiences.										

<b>Subsidized Peripatetic Music Lessons - Desired outcomes 5</b>		
Evidence base: Education Endowment Foundation - <b>Arts Participation +2 months</b>		
<b>Numbers of PPG pupils</b>	<b>Impact</b>	<b>Supporting Data</b>
Projected number 5 children	All PPG children are offered the opportunity to learn a tuned instrument if they choose to.  <b>RAG Rating:</b>	Uptake
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
<b>£850 (based on last years spend)</b>		
<b>Staff Lead:</b> Assistant Office Manager		
<b>Lessons learnt from last year:</b> 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		

<b>Specialist Sports Teaching Assistant - Desired outcomes 5</b>		
Supports children to make PE more inclusive and extending provision for target groups Evidence base: Education Endowment Foundation - <b>Sports Participation +2 months</b>		
<b>Numbers of PPG pupils</b>	<b>Impact</b>	<b>Supporting Data</b>
29 children (8%)	Children will have greater opportunity to develop key physical skills within lessons.  <b>RAG Rating:</b>	<i>% of PPG achieving Age Related Expectation</i>
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
8% of Sports TA <b>£800</b>		
<b>Staff Lead:</b> PE Coordinators		
<b>Lessons learnt from last year:</b> New Sports TA to be made aware of Disadvantaged cohort to focus teaching key skills Continue to use foundation assessment to identify cohort needs		

<b>Bangla speaking Teaching Assistant - Desired outcomes 1, 2, 4</b>		
Work with children across the school (1:1/1:2), liaise with Bangla speaking parents and run an after school Bangla club		
<b>Numbers of PPG pupils</b>	<b>Impact</b>	<b>Supporting Data</b>
1 children 1:1 support	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. <b>RAG Rating:</b>	To follow
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
1hrs/week@£10/hourx43 <b>£430</b>		
<b>Staff Lead:</b> Assistant Heads & AssCo		
<b>Lessons learnt from last year:</b> Continue. Has good impact. Continue to liaise closely with parents through Bangla club		

<b>Extra-Curricular Club Voucher - Desired outcomes 2</b>		
All FSM and PP+ children issued with one club voucher per year. School is invoiced by the club Evidence base: Education Endowment Foundation - <b>Arts Participation +2 months, Sports Participation +2 months</b>		
<b>Numbers of PPG pupils</b>	<b>Impact</b>	<b>Supporting Data</b>
13 current FSM children	Children able to attend after school club.  <b>RAG Rating:</b>	<i>Uptake</i>
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
£4/session for 14 weeks (estimated) <b>£728</b>		
<b>Staff Lead:</b> Pupil Premium Coordinator		
<b>Lessons learnt from last year:</b> Promote voucher through Autumn term newsletter/sending reminder letter to those who do not use voucher scheme or attend external clubs. At the end of the academic year, also report on the % of PPG children who have participated in free extra-curricular clubs (therefore not needing to use the Club Voucher)		

<b>Other Services provided by outside agencies - Desired outcomes 2, 3 and 4</b>		
e.g. St Albans Plus Evidence base: Education Endowment Foundation - <b>Parental involvement +3 months</b>		
<b>Numbers of PPG pupils</b>	<b>Impact</b>	<b>Supporting Data</b>
67% of St Albans Plus services	Parent support worker available for parent or school referral. Support parents in managing children at home and accessing support services. CAF & TAF coordination. <b>RAG Rating:</b>	
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
Projected St Albans Plus cost for 1 year=£2500 <b>67% of cost = £1667</b>		
<b>Staff Lead:</b> Head & SENCo		
<b>Lessons learnt from last year:</b> Continue		



<b>'The Hub' - Desired outcomes 1, 2 and 3</b>		
1 teacher and 1 TA to run a lunchtime and an afternoon session per week. Includes drinks and snacks. Evidence base: Education Endowment Foundation - <b>Social and Emotional Learning +4 months</b>		
<b>Number of PPG Pupils</b>	<b>Impact</b>	<b>Supporting Data</b>
4/8 (50% of 'The Hub' are PPG)	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 and friendship choices and better self-regulation of behaviour. <b>RAG Rating:</b>	<i>Pupil voice</i> <i>Boxall profiles</i>
<b>Projected Cost (year)</b>		<b>Actual cost (year)</b>
Teacher cost: 4 hours/week @£30/hour x40= £4800 <b>50% of £4800 = £2400</b> TA Cost: 4 hours/week @£10/hour x40= £1600 <b>50% of £1600 = £800</b> Running costs: £100 <b>50% of £100 = £50</b>		
<b>Staff Lead:</b> Hub Teacher		
<b>Lessons learnt from last year:</b> 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		

<b>Targeted Intervention - Desired outcomes 1, 2 and 3</b>		
TA led targeted interventions in English and maths for children who are not making expected progress or meeting ARE. Evidence base: Education Endowment Foundation - <b>Small group tuition +4 months, Phonics +4 months</b>		
<b>Number of PPG Pupils</b>	<b>Impact</b>	<b>Supporting data</b>
Provision map indicates that expected average of intervention groups is 50% PPG	Children make good or better progress in Literacy and Maths Children more confident in class and with friendship groups <b>RAG rating:</b>	<i>Pupil progress meetings</i> <i>Termly data</i> <i>SATS results</i>
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
4 hours/week@£10/hour=£1600 each class Total £19200 <b>50% of total= £9600</b>		
<b>Staff Lead:</b> Assistant Heads, AssCo and English/Maths lead		
<b>Lessons learnt from last year:</b> Update training for teaching assistants on interventions Share good practice across the school in Maths intervention (Maths club/booster groups) Maths coordinator to ensure interventions are in place across the school English and Maths lead to ensure impact of interventions and consider their effectiveness		

<b>Computing/Homework Club - Desired outcomes 1 and 2</b>		
Provide a teacher-led lunchtime computing and homework club once a week for targeted children Evidence base: Education Endowment Foundation - <b>Digital technology +2 months, Homework +1 month</b>		
<b>Number of PPG Pupils</b>	<b>Impact</b>	<b>Supporting data</b>
<i>PPG are top of the virtual queue for invites to the club</i>	Computing club for children who do not have access to computers at home or need extra input with homework activities <b>RAG rating:</b>	<i>Foundation assessment</i> <i>Attendance</i>
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
100% of 40 hours@£30/hour <b>£1200</b>		
<b>Staff Lead:</b> ICT Coordinator		
<b>Lessons learnt from last year:</b>		

After school computing club now in place, with high uptake. In school computer club needs to be relaunched.		
<b>Targeted in class support (excluding Targeted interventions above) including targeted marking and feedback. - Desired outcomes 1 and 2</b>		
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 - <b>Targeted marking and feedback +8 months, Teaching assistants +1 month</b>		
<b>Number of PPG Pupils</b>	<b>Impact</b>	<b>Supporting data</b>
8% of whole school	Marking and feedback is used effectively and identifies next steps in learning journey. Teachers 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.	<i>Book scrutiny</i> <i>Pupil Progress meetings</i> <i>Termly assessments</i>
<b>Projected Cost (year)</b>	<b>RAG Rating:</b>	<b>Actual Cost (year)</b>
16 hours/week@£10/hour=£6400 (TAs average 22 hours/week, 6 hours are targeted interventions) Total=£76800 <b>8% of total=£6144</b>		
<b>Staff Lead:</b> Class Teachers		
<b>Lessons learnt from last year:</b> Continue to make sure Teaching Assistants are aware of the disadvantaged children within their class. Providing guidance and support for new Teaching Assistants. Ensure that marking shows clear next steps for learning and that there is evidence that children are responding to this focussed marking (SIP focus) Remodel the way TA's work so that it is very targeted.		

<b>Curriculum enrichment subsidies - Desired outcomes 1, 3 and 5</b>		
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 - <b>Arts Participation +2 months, Sports Participation +2 months, Outdoor Adventure Learning +3 months</b>		
<b>Number of PPG Pupils accessing payments</b>	<b>Impact</b>	<b>Supporting data</b>
13 children (current FSM)	All children have the opportunity to attend extra-curricular and enrichment activities regardless of ability to pay. <b>RAG rating:</b>	<i>Number of children accessing support</i>
<b>Projected Cost (year)</b>		
£600 (based on last years spend)		
<b>Staff Lead:</b> Assistant Office Manager		
<b>Lessons learnt from last year:</b> To continue to encourage parents to access assistance with payments through reminders on letters and at parent information evenings		

<b>Change for Life Cookery Club - Desired outcomes 3 and 5</b>		
Invite all pupil premium children for at least half a term per year		
<b>Number of PPG Pupils</b>	<b>Impact</b>	<b>Supporting data</b>
Projected 29 children	Children have opportunity to develop key life skills <b>RAG rating:</b>	<i>Number of children attending</i>
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
Staffing: 2hr/week@£10/hour = £860 Running cost = £350 <b>Total= £1210</b>		-
<b>Staff Lead:</b> Teaching Assistant for Cooking Club		
<b>Lessons learnt from last year:</b> Structure to be smaller groups for shorter periods of time. Look to repeat with same children later on in the year.		

<b>Change for Life Activity Session/Game On - Desired outcomes 3 and 5</b>		
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 - <b>Sports Participation +2 months</b>		
<b>Number of PPG Pupils</b>	<b>Impact</b>	<b>Supporting data</b>
Projected 29 children	Children have the opportunity to develop key physical skills <b>RAG Rating:</b>	<i>% of pupils taking part</i> <i>Pupil voice</i>
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
1hr/week@£10/hour <b>£430</b>		
<b>Staff Lead:</b> PE Coordinators and AL		
<b>Lessons learnt from last year:</b> To continue Game On has been adapted through the year after feedback from children that they didn't like being stuck with one group or leader each week. They are able to choose their activity from a list of four varied games, focussing on different skills.		

<b>Counselling and Mentoring - Desired outcomes 2 and 3</b>		
Evidence base: Education Endowment Foundation - <b>Mentoring +1 months</b>		
<b>Number of PPG Pupils</b>	<b>Impact</b>	<b>Supporting data</b>
4 children	Happy and settled. Interacting appropriately with peers and adults in the classroom, on the playground and at home. <b>RAG Rating:</b>	
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
£210 for 6 sessions <b>£840</b> (projected no. of sessions 18)		
<b>Staff Lead:</b> Head & SENCo		
<b>Lessons learnt from last year:</b> Highly individualised, responding to needs of children		

<b>Cost of Schools Meals</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Number of FSM Pupils</b>	<b>Number of FSM Pupils</b>	<b>Number of FSM Pupils</b>
13		
<b>Impact</b>	<b>Impact</b>	<b>Impact</b>
Children receive a healthy and balanced meal	Children receive a healthy and balanced meal	Children receive a healthy and balanced meal
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
£2.45x185x13 <b>£5892</b>		
<b>Staff Lead:</b> Assistant Office Manager		
<b>Lessons learnt from last year:</b> Encourage and support people to apply for free school meals.		

Breakdown of Pupil Premium Plus Provision – Interventions 2018/2019 (not currently Free School Meals)

**THESE WILL BE ADDED TO AS THE YEAR PROGRESSES AND THE CHILDREN HAVE DIFFERENT OPPORTUNITIES**

<b>Child 1</b>	1:1 tuition in English and maths (SEN Specialist Teacher) In class targeted support from teacher or TA (daily) Priority reader 1:1 TA time for emotional wellbeing daily The Hub Family support
<b>Child 2</b>	Maths intervention Priority reader In class targeted support from teacher or TA (daily)
<b>Child 3</b>	Priority reader In class targeted support from teacher or TA (daily) Change for life cookery club

### References

Education Endowment Foundation Teaching and Learning Toolkit <https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>