



## Pupil premium strategy statement: Busbridge Junior School

| 1. Summary information        |  |   |         |  |                |
|-------------------------------|--|---|---------|--|----------------|
| <b>School</b>                 | Busbridge C of E (Aided) Junior School |   |         |  |                |
| <b>Academic Year</b>          | 2018/19                                | <b>Total PP budget</b>                  | £19,200 | <b>Date of most recent PP Review</b>         | September 2018 |
| <b>Total number of pupils</b> | 240                                    | <b>Number of pupils eligible for PP</b> | 13      | <b>Date for next review of this strategy</b> | September 2019 |

| 2. Current attainment – Key Stage 2 SATs results July 2018             |  |  |   |
|--|--|--|---|
|  | <i>Pupils Results<br/>Busbridge<br/>Junior School<br/>(All pupils)</i> | <i>National average<br/>(Progress scores show National<br/>average for disadvantaged<br/>children)</i> | <i>Pupils eligible for PP (your school)</i> |
| <b>% achieving the expected standard in reading, writing and maths</b> | 76%  | 61%  | 25%   |
| <b>Progress score – Reading</b>  | 0.4  | +0.33  | -5.77                                       |
| <b>Progress score – Writing</b>  | 2.4  | +0.17  | 0.99  |
| <b>Progress score – Maths</b>  | -1.3   | +0.28  | -6.66                                       |

| 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> ) |  |
| <b>A.</b>   | Progress in maths across the school, which has previously been lower for the PP cohort compared to All Pupils. |
| <b>B.</b>   | The cohort of Pupil Premium children is small and spread out throughout the school.                            |
| <b>C.</b>   | There are a variety of factors which impact on pupil well-being for many children in this cohort.              |

| External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |  |
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| <b>D.</b>  | Issues around past trauma, attachment and mental health and well-being.  |  |
| 4. Desired outcomes  |  |  |
|  | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>  |
| <b>A.</b>  | <p>Maths progress for children eligible for PP is in line with or exceeds their peers<br/>           Children eligible for the PP grant are 'secondary ready' at the end of the key stage.<br/>           More able PP children are challenged and make expected progress from their higher Key Stage one starting points.</p>   | <p>PP children with poor progress engage in Fast track maths programme and make expected progress from their KS1 results<br/>           Children eligible for the PP grant reach the expected standard in reading, writing and maths at the end of the key stage.<br/>           PP children with level 3 or GDS scores at KS1 maintain this level of attainment.</p>  |
| <b>B.</b>  | <p>Children's mental health and well-being is supported by school staff. Children are happy and engage in wider school activities. Poor behaviour is rare and when it does occur, children are supported emotionally through a restorative approach.</p>   | <p>Staff are trained and have an awareness of attachment theory and how it may impact our children. ELSA and /or an emotional coaching approach support children in a restorative way. PP children take up the opportunities offered to take part in wider school activities, including sporting activities.</p>   |
| <b>C.</b>  | <p>Reading progress for children eligible for PP is in line with or exceeds their peers<br/>           Children eligible for the PP grant are 'secondary ready' at the end of the key stage.<br/>           More able PP children are challenged and make expected progress from their higher Key Stage one starting points.</p> | <p>PP children with poor progress engage in Fast track reading programme and make expected progress from their KS1 results<br/>           Children eligible for the PP grant reach the expected standard in reading, writing and maths at the end of the key stage.<br/>           PP children with level 3 or GDS scores at KS1 maintain this level of attainment.<br/>           Children have the opportunity to read for pleasure and have exposure to high quality texts.</p> |

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| <b>5. Planned expenditure</b> |  |  |  |  |  |
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| <b>Academic year</b> | <b>2018/19</b> |
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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.

|                                       |  |  |  |  |  |
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| <b>i. Quality of teaching for all</b> |  |  |  |  |  |
|---------------------------------------|--|--|--|--|--|

| 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. |
|--|--|--|--|--------------------|---------|
| A. Improved progress for disadvantaged children in maths | Whole school maths development project | The maths progress score at key stage 2 in 2018, although improving, was lower than the reading and writing progress scores. Some of the PP children did not make as much progress as their peers in maths or in line with their reading and writing scores. | Use of the Fast tracker maths programme and subsequent intervention sessions, including Success @ Arithmetic.<br>Introduction of Times Table Rockstars.<br>Whole school staff training<br>Lesson Study groups for maths teaching across the school.<br>Staff action research into Growth Mindset and Learning Styles ensures that we have high aspirations for disadvantaged children. Through the SSIF maths project and subsequent changes to data collection and analysis at school, successes and progress will be easier to monitor, as will anyone falling behind their peers. | Maths lead/<br>SLT |         |

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| <b>Total budgeted cost</b> | £13,000 |
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| <b>ii. Targeted support</b> |  |  |  |  |  |
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| 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 |
|-----------------|------------------------|---|---|------------|--------|
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| <p>B. Children’s mental health and well-being is supported by school staff. Children are happy and engage in wider school activities. Poor behaviour is rare and when it does occur, children are supported emotionally through a restorative approach.</p> | <p>Staff are trained and have an awareness of attachment theory and how it may impact our children. ELSA and /or an emotional coaching approach support children in a restorative way. PP children take up the opportunities offered to take part in wider school activities, including sporting activities.</p> | <p>The percentage of PCLA children in our school is higher than in previous years. Sport England provide evidence that there is a link between sport and mental health and we wish to provide opportunities for children beyond the classroom.</p> | <p>Raising awareness of those who are vulnerable due to attachment and how we can support them. The role of the Learning mentor will be closely monitored by PP lead. Staff training – LSA s and teachers In both attachment and emotional coaching principles.</p>   | <p>SENCO, SLT</p>               |               |
|---|--|--|---|---------------------------------|---------------|
| <b>Total budgeted cost</b>  |  |  |   |                                 | £2,500        |
| <b>iii. Other approaches</b>  |  |  |   |                                 |               |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>               | <b>Review</b> |
| <p>C. Vulnerable children are exposed to a range of high quality reading texts and leave our school ‘secondary ready’ at the end of Year 6.</p>   | <p>Regular opportunities to read in a variety of ways; independent, individual, group and guided reading as well as looking at high quality texts as a whole class.</p>  | <p>“The ability to read is a vital skill in being able to function in today’s society. Reading is important because it helps to expand the mind and develops the imagination.” One World Literacy foundation.</p>                                  | <p>External support to consider what we do well with our reading and how it could be even better. Following on from reading consultant visit, staff INSET has begun to develop a policy for reading which provides wider opportunities for the development of higher order reading skills. Support from the PTA has added funds to resource this project.</p> | <p>SW with support from RB.</p> |               |
| <b>Total budgeted cost</b>  |  |  |   |                                 | £3,700        |