

BJR Pupil Premium Strategy Statement 2018-19



The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM), Looked After Children, Children previously looked after and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At Bishop John Robinson CE Primary School we support all our pupils by providing high-quality classroom teaching supplemented by same-day interventions to support vulnerable learners as and when required, irrespective of their background. The School Leadership Team and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium.

1. Summary information					
School	Bishop John Robinson Church of England Primary School				
Academic Year	2018-2019	Total PP budget	£55,880 (estimated)	Date of most recent PP Review	September 2018
Total number of pupils	214	Number of pupils eligible for PP	15.42% 33 (2018-19) 45 (2017-18) 49 (2015-16)	Date for next internal review of this strategy	September 2019

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Pupil Premium Strategy

2. Barriers to future attainment for children eligible for PPG funding

In-school barriers

A.	A significant number of children receiving the grant have overlapping needs requiring additional support
B.	<ul style="list-style-type: none">• Oral language skills are lower for children eligible for PP when entering Nursery than other pupils. This slows reading progress in subsequent years.• Pupils with specific Speech and Language difficulties
C.	<ul style="list-style-type: none">• Pupils with non-diagnosed cognitive or behavioural difficulties• Inhibited social and communication skills, leading to general underachievement in all subjects, but especially Reading and Writing.
D.	In school data shows that pupil premium children are making less progress than their peers in maths

External barriers

F.	Nationally, a higher proportion of children receiving the grant have lower than average attendance and punctuality
G.	Family- and home-related issues - for example emotional and relationship difficulties, lower academic aspiration, housing and transport challenges, financial pressures, attachment disorders, can effect academic achievement and aspiration.
H.	Nationally, a high proportion of children are more likely to have narrow life experiences outside of school.

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Barrier	Nature of support	Measuring the impact of PPG spending	Monitoring timescale
<p style="text-align: center;">Barrier A</p> <p>A significant number of children receiving the grant have overlapping needs requiring additional support</p>	<p>1. Children with the most complex needs are supported in the Wisdom intervention room. Led by a fully qualified teacher and supported by specially trained TAs.</p>	<p>Children receiving PPG funding who also have additional needs will make at least expected progress from their starting point.</p>	<p>Termly Progress meetings October 2018 April 2019 June 2019</p>
	<p>2. All classes have focused TA support in the morning for English and Maths lessons. TAs are supported by teachers in providing appropriate support for all children. Children who require additional support in the lesson (lower or higher achievers) have more access to intervention.</p>	<p>Children receiving PPG funding will achieve at least in line with their peers.</p>	<p>Termly Progress meetings October 2018 April 2019 June 2019</p>
	<p>3. TAs provide same-day interventions for learners who have not achieved the learning intention during the lesson.</p>	<p>Children receiving PPG funding will achieve at least in line with their peers.</p>	<p>Termly Progress meetings October 2018 April 2019 June 2019</p>
	<p>4. Educational Psychologist support identifies children with additional needs quickly and gives teaching staff strategies to enable them to support children appropriately.</p>	<p>Children receiving PPG funding will achieve at least in line with their peers.</p>	<p>Termly Progress meetings October 2018 April 2019 June 2019</p>
<p style="text-align: center;">Barrier B</p> <p>Oral language skills</p>	<p>1. The need for Speech and Language Therapy (SALT) support is quickly identified by staff following training. SALT support is then targeted and</p>	<p>Targeted children meet their therapy targets.</p>	<p>September 2018, July 2019</p>

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<p>are lower for children eligible for PP when entering Nursery than other pupils. This slows reading progress in subsequent years.</p> <p>Pupils with specific Speech and Language difficulties</p>	<p>focused.</p>		
	<p>2. Support Team for Education in Primary School (STEPS) support staff and children, providing programmes for intervention. TAs lead STEPS programmes.</p>	<p>Targeted children meet their targets.</p>	<p>September 2018, July 2019</p>
	<p>3. TAs provide same-day interventions for learners who have not achieved the learning intention during the lesson.</p>	<p>Children receiving PPG funding will achieve at least in line with their peers.</p>	<p>Termly Progress meetings October 2018 April 2019 June 2019</p>
	<p>4. Phonics interventions delivered by trained TAs to improve reading levels</p>	<p>Children receiving PPG funding will achieve at least in line with their peers.</p>	<p>Termly Progress meetings October 2018 April 2019 June 2019</p>
<p>Barrier C</p> <p>Pupils with non-diagnosed cognitive or behavioural difficulties - particularly in the Early Years</p> <p>Inhibited social and communication skills, leading to general underachievement in</p>	<p>1. Children with the most complex needs are supported in the Wisdom intervention room. Led by a fully qualified teacher and supported by specially trained TAs.</p>	<p>Children receiving PPG funding who also have additional needs will make at least expected progress from their given starting point.</p>	<p>Termly Progress meetings October 2018 April 2019 June 2019</p>
	<p>2. Support Team for Education in Primary School (STEPS) support staff and children, providing programmes for intervention. TAs lead STEPS programmes.</p>	<p>Targeted children meet their targets,</p>	<p>September 2018, July 2019</p>
	<p>3. Educational Psychologist support identifies children with additional needs quickly and gives teaching staff strategies to enable them to support children appropriately.</p>	<p>Children receiving PPG funding will achieve in line with their peers.</p>	<p>Termly Progress meetings October 2018 April 2019 June 2019</p>

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all subjects, but especially Reading and Writing.	4. Children and staff are supported by Waterside Outreach. Individual behaviour plans are drawn up.	Children will meet their targets and will remain in class for more of their learning and as a result will achieve well.	Termly Progress meetings October 2018 April 2019 June 2019
	5. Waterside training for all support and midday staff on Approach (positive handling) and de-escalation strategies	Less disrupted learning. TAs enabled to deal with behaviour more appropriately both in class and during interventions which will lead to higher achievement for all children.	Termly Progress meetings October 2018 April 2019 June 2019
	6. CAMHS support for staff in making referrals. CPD training.	Children who may require further intervention or counselling are identified quickly so emotional support can be provided to reduce lost learning time.	September 2018 July 2019
Barrier D In school data shows that pupil premium children are making less progress than their peers in maths	1. Dedicated online 1:1 Maths intervention for KS2 children in addition to Maths lesson.	Gaps in learning will be bridged and children in receipt of PPG will achieve at least in line with their peers.	September 2018 July 2019
Barrier E A higher proportion of children receiving the grant have lower than average attendance and punctuality	1. SIMS attendance data is monitored by SAO. HT and DHT meet with families whose children are falling below the threshold of average attendance. Families are supported in any way that is deemed appropriate by HT an DHT.	Children's attendance will improve.	September 2018 July 2019
	2. Subsidised Breakfast club places are offered to families who may need to support with attendance and punctuality.	Children's attendance and punctuality will improve.	September 2018 July 2019

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<p>Barrier F</p> <p>Family- and home-related issues (eg emotional and relationship difficulties, lower academic aspiration, housing and transport challenges, financial pressures, attachment disorders etc)</p> <p>A high proportion of children have narrow life experiences outside of school.</p>	1. Residential trips are offered in every KS2 class to increase opportunities for all children to have experiences outside of home and subsidised places are offered to families.	Children will have wider life experiences that may not be available to them otherwise.	September 2018 July 2019
	2. Year 6 Booster classes are delivered by the HT and Year 6 teacher in the lead up to the KS2 SATs.	Children in receipt of PPG will achieve in line with their peers.	September 2018 July 2019
	3. Film club gives children an opportunity to watch films and discuss them with their peers. This is both a social opportunity and a learning opportunity as links are made to the English Curriculum.	Children in receipt of PPG will achieve in line with their peers.	September 2018 July 2019
	4. Counselling is offered to children who are identified as being in need of additional emotional support outside of that already being offered by school.	Children who may require further intervention or counselling are identified quickly so emotional support can be provided to reduce lost learning time and behaviour incidents.	September 2018 July 2019
	5. Mathletics subscription: Children have the opportunity to access high-quality Maths resources outside of school.	Children in receipt of PPG will achieve in line with their peers.	September 2018 July 2019
	6. Items of school uniform are provided to families in need.	Children are more confident and are able to settle to their learning with their peers.	September 2018 July 2019
	7. Mathletics club	Children who may be unable to access Mathletics from home are able to access it. Children in receipt of PPG will achieve in line with their peers.	September 2018 July 2019