



Pupil premium strategy statement: Breachwood Green JMI School

1. Summary information					
School	Breachwood Green JMI				
Academic Year	2018/19	Total PP budget	£9,440	Date of most recent PP internal Review	July 2018
Total number of pupils	96	Number of pupils eligible for PP	7	Date for next internal review of this strategy	Termly

2. Attainment At KS2 (July 2018)		
There was only one pupil premium child in the cohort. They made ARE in Reading, Writing and Maths Combined.		

3. Whole school progress by year group July 2018	
Due to small numbers, the year groups have been combined to reflect the whole school picture.	<i>The School uses the Herts for Learning Assessment System across the school. The numbers relate to progress since the beginning of each key stage which we believe to be a powerful indicator of how well the pupil premium children are doing. The figures do not include attainment data though this is available if requested.</i>
% making expected progress or more in Reading	75%
% making expected progress or more in Writing	75%
% making expected progress or more in Maths	75%
% making expected progress or more in Reading/Writing/Maths combined	75%
Whole school Attainment by year group (July 2018 data)	
% achieving ARE in Reading	50%
% achieving ARE in Writing	50%
% achieving ARE in Maths	50%
% achieving ARE in Reading/Writing/Maths combined	50%

4. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Whilst pupil premium children with low prior attainment often make their progress, those with high prior attainment do not.
B.	The girls within the pupil premium group have a lack of confidence in themselves and an ability to take risks in their learning
C.	Significant impact upon pupils' concentration and engagement due to a variety of difficult personal and home circumstances.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental support and involvement in homework and reinforcing school actions between home and school is at times inconsistent e.g. The school provides homework and booster sessions. Some children do not have the importance of these reaffirmed at home.
E.	Lack of capacity, for a variety of reasons, for parents to support learning outside school.

5. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Better rates of progress for pupils eligible for PP.	Future Inspection Data Summary Reports will show a greater number of children making expected progress in reading, writing and maths, particularly those children with high prior attainment.
B.	Work continues on teaching children resilience, growth mindsets and mindfulness. Children articulate that their mistakes have helped them to improve and refine subsequent work.	Pupil voice will confirm that children see making mistakes as a healthy developmental process.
C.	Pupils will be better prepared to interact with their peers and engage in all learning opportunities.	Pupils eligible for pupil premium will demonstrate a better attitude to learning and/or social relationships and become more engaged with all aspects of learning due to increased resilience. This in turn will contribute to an increase in attainment and progress in all aspects of the curriculum.
D.	Discussions with class teachers, the headteacher, parents and children will resolve any individual barriers in order to assist children in maximising their attainment and progress.	Pupils will not feel disadvantaged compared to their peers in the opportunities they can access at school.
E.	Pupils will have opportunities to complete home-learning tasks with support.	Pupils will not feel disadvantaged compared to their peers with regards to the ability to complete tasks and access learning opportunities at home. Pupil voice will indicate an increase in feelings of well-being and self-esteem.

6. Planned expenditure					
Academic year	2018/19				
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.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Better rates of progress for pupils eligible for PP.	Through investment in time and staffing at pupil progress meetings – teaching assistants to attend with class teachers. All staff will have a greater understanding of children's starting points and expected progress levels.	The most effective outcomes for any pupil are through the provision of quality first teaching and initial feedback. The Education Endowment Foundation Teaching and Learning Toolkit identifies effective marking as one of the most beneficial ways to move a child's learning forward.	Investment of time to ensure staff are released for pupil progress meetings. Books for pupil premium children will be given priority when it comes to marking. External validation of impact through Hip reports. Termly school test results will show a positive increase. Monitoring of teaching through formal lesson observations and informal drop-ins sessions.	HT	Termly through pupil progress meetings and data analysis. £360 x 3 2 days cover class teachers each term
B Work continues on teaching children resilience, growth mindsets and mindfulness. Children articulate that their mistakes have helped them to improve and refine subsequent work.	Values assemblies to continue referencing the learning pit, enabling children to recognise the importance of learning through mistakes. Develop a culture of growth mindset throughout the school through leadership training which is disseminated to staff. Staff to use misconceptions as a teaching point and for developing next steps.	The learning that happens for a child when they make mistakes enables them to understand concepts better and will last longer for them. If children see mistakes as a tool for learning, they will not see them as a failure which in turn knocks their confidence.	Investment of time at staff meetings and INSET days to develop staff understanding of growth mindset. Use values assemblies to embed learning and provide a whole school approach. Use misconceptions as a whole class teaching tool and to provide next steps in learning.	HT	Half Termly through book looks and lesson drop-ins Termly through pupil voice. £250 course
Total Budget Cost:				£1,330	

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Better rates of progress for pupils eligible for PP.	1 to 1 and small group provision for all children with low attainment or slow progress on the Ever 6 Pupil Premium Register. This may be within the school day or at afterschool sessions. Question level analysis of test results will be used to identify target areas for individuals – where possible individuals will be placed in groups.	Individualised instruction has been identified as an intervention that has an impact by the Education Endowment Foundation as well as collaborative learning.	Intervention timetables to be carefully planned to meet the needs of the children. Test results will show and improvement and the impact of these sessions will be evident within the child's workbooks.	Class teachers	Half Termly
C Pupils will be better prepared to interact with their peers and engage in all learning opportunities. E Pupils will have opportunities to complete home-learning tasks with support.	Parents to be given financial support in accessing After School Club (ASC) and providing school uniform. At ASC the children will use Mathematics and Spellingframe to further consolidate learning. They will do this under the guidance of school staff. There will be dedicated teaching assistant time to hear the children read, do spellings and complete homework with the child on a 1:1 basis.	Pupils who are well dressed will feel part of the school community. The Education Endowment Foundation Toolkit for Teaching and Learning indicates that extending school hours has a positive effect of children's learning.	Intervention timetables to be carefully planned to meet the needs of the children. Through performance appraisal of support staff and monitoring visits and sessions.	Class teachers CW	Termly through pupil progress meetings
Total Budget Cost:				£7, 830	

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C Pupils will be better prepared to interact with their peers and engage in all learning opportunities.	Financial support for additional activities that encourage collaboration or opportunities to engage learners. Social skills groups to be taken to develop pupils' abilities to interact appropriately with others. Art Therapy	Providing support for social and emotional learning opportunities enhances a child self-confidence. It allows them to see other strengths they may have in themselves.	Identification of opportunities discussed at pupil progress meetings. Monitor the activity to identify the impact it is having.	HT	Termly
D Discussions with class teachers, the headteacher, parents and children will resolve any individual barriers in order to assist children in maximising their attainment and progress.	Positive relationships with parents that enable open conversations to be had. Regular communication.	Parental engagement is vital to ensure their child's academic learning is supported.	Regular contact with the parents. Recording minutes of meetings with parents on CPOMS.	HT Class teachers	Half termly
Total budgeted cost					£1,000

Total Spend: £10, 160

1. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved achievement for disadvantaged, middle prior attaining pupils in maths	To develop a mastery approach to maths teaching, enabling all pupils to gain a deeper understanding. Use planning format from HfL. 3 teachers to attend training. School to purchase HfL planning	There is a whole school mastery approach to maths teaching across the school. 75% of pupil premium pupils met ARE in maths. This data has been gathered from test results and improvements have been seen across the year. Data indicates that 76.5% of pupils attained ARE at KS2 in 2018 (0.9% above National and 29.5% above school's 2017 results).	Whilst ARE has increased and is more in-line with National. The focus moving forward needs to be progress and pupils with high prior attainment are not making their expected progress levels.	
Improved progress for disadvantaged pupils in reading, writing, maths and GAPS Improved progress for disadvantaged pupils in reading	To provide informative feedback to pupils learning Next step marking for writing, reading and maths To develop the skills of teachers in teaching phonics To establish consistency through guided reading across the school ensuring teachers take a comprehension group Provide information for parents on how they can support pupils in developing reading comprehension.	75% of pupil premium pupils met ARE in maths. This data has been gathered from test results and improvements have been seen across the year. Data indicates that 70.6% of pupils attained ARE at KS2 in 2018 (whilst this remains below National it is an increase of 49.4% compared to school's 2017 results). 100% of pupils In Year 1 successfully completed the Phonics Screening.	Whilst ARE has increased the focus moving forward needs remain on meeting the National standard at ARE and also move forward those pupils with high prior attainment to ensure they make their expected progress levels.	£1,054 £1,220
Total Cost:				£2,274

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils will be ready to learn and feel part of the school community Ensuring an accelerated programme of catch up is available through collaborative learning.	School uniform to be purchased. After school clubs and activities to be provided.	Confidence in targeted pupils has increased greatly and the impact has been seen on learning. These pupils are making expected progress.	Continue with approach. High expectations of presentation need to be enforced in work as well as child's needs.	£1,950
	1:1 sessions Collaborative learning	Children regularly access online learning site provided at school through attending After School Club.	Support is needed in ensuring children remain well organised e.g. have all equipment with them on the correct day.	£1,308
Total Cost:				£3,258
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils will understand the impact of their behaviours and acknowledge ways to put it right. Pupils will be able to communicate emotions that may be difficult and deal with changing situations.	Training for staff members in either restorative justice or protective behaviours. Art therapy	Due to a number of staff changes throughout the year, this training did not take place with an external provider. The Headteacher has ensured that language modelled in the school reflects these approaches and has used these approaches when dealing with issues. Art therapy have been successful in giving a secure environment to share feelings. As a result of the Art therapy further actions are being in put in place to support targeted children.	It would still be beneficial to have this approach across the school and for all staff to understand it. Continue with approach.	£1,000