



Pupil premium strategy statement: Busbridge Junior School

1. Summary information					
School	Busbridge C of E (Aided) Junior School				
Academic Year	2019/20	Total PP budget	£20,800	Date of most recent PP Review	September 2019
Total number of pupils	240	Number of pupils eligible for PP	14	Date for next review of this strategy	September 2020

2. Current attainment – Key Stage 2 SATs results July 2019			
	<i>Pupils Results Busbridge Junior School (All pupils)</i>	<i>National average (Progress scores show National average for disadvantaged children)</i>	<i>Pupils eligible for PP (your school)</i>
% achieving the expected standard in reading, writing and maths	85%		6%
Progress score – Reading	0.5		
Progress score – Writing	2.5		
Progress score – Maths	0.2		

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

External barriers (*issues which also require action outside school, such as low attendance rates*)

D. 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>
A.	<p>Maths progress for children eligible for PP is in line with or exceeds their peers Children eligible for the PP grant are 'secondary ready' at the end of the key stage. 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 and/or programme and make expected progress from their KS1 results Children eligible for the PP grant reach the expected standard in reading, writing and maths at the end of the key stage. PP children with GDS scores at KS1 maintain this level of attainment.</p>
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 in mental health and well-being awareness. The school accesses its TAMHS mental health worker as and when appropriate.</p>
C.	<p>Reading progress for children eligible for PP is in line with or exceeds their peers Children eligible for the PP grant are 'secondary ready' at the end of the key stage. More able PP children are challenged and make expected progress from their higher Key Stage one starting points.</p>	<p>PP children with slower progress engage in Fast track reading programme and make expected progress from their KS1 results Children eligible for the PP grant reach the expected standard in reading, writing and maths at the end of the key stage. PP children with GDS scores at KS1 maintain this level of attainment. Children have the opportunity to read for pleasure and have exposure to high quality texts.</p>

5. Planned expenditure

Academic year

2019/20

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	Review.
A. Improved progress for disadvantaged children in maths	Whole school maths development project	The maths progress score at key stage 2 in 2019 shows an improving picture and this is a trajectory we would like to maintain. A small number (2/5) of the PP children did not make as much progress as their peers in Maths.	Use of the Fast tracker maths programme and subsequent intervention sessions, including Success @ Arithmetic. Use Times Table Rockstars. Whole school staff training Lesson Study groups for maths teaching across the school. Staff action research into Growth Mindset and Learning Styles ensures that we have high aspirations for disadvantaged children. Through the legacy of 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/ SLT	The SATS did not take place this year due to the Covid pandemic however the 100% of disadvantaged children in Year 6 made expected progress from their individual starting points in maths. The Fast tracker programme enabled 71% of children to meet their targets in maths and 29% of children to partially meet their targets.
Total budgeted cost					£13,000
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	Review

<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 mental health in children 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 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 mental health awareness.</p>	<p>SENCO, SLT</p>	<p>Our ‘flourishing reviews’ for disadvantaged children have been implemented by the school’s newly appointed Learning mentor. Again, the partial school closure due to Covid 19 interrupted these plans but support moved online and where necessary face to face support was effective in supporting children.</p>
Total budgeted cost					£2,500
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	Review
<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>	<p>Plans were interrupted due to the partial school closure but nevertheless a Summer Reading challenge was effective in engaging children. New resources have been purchased ready for use next academic year.</p>
Total budgeted cost					£3,700