



BERRYMEDE JUNIOR SCHOOL PUPIL PREMIUM STRATEGY STATEMENT

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

SCHOOL OVERVIEW

Detail	Data
School name	Berrymede Junior School
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	October 2021 Annual Review
Date on which it will be reviewed	September 2022
Statement authorised by	L Khan
Pupil premium lead	N Patel
Governor / Trustee lead	S Jukes

FUNDING OVERVIEW

Detail	Amount
Pupil premium funding allocation this academic year	£188,300
Recovery premium funding allocation this academic year	£7630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£195,930

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PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

Our pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school system. We strive to close the attainment gap between disadvantaged pupils and their peers. This is an important gain for these pupils as often they are more likely to be working at a lower attainment than other children and this can impact on their long-term goals.

Pupil premium students are not all alike and as a school, we ensure that we do not categorise pupils, by labelling them disadvantaged, but treating every child as an individual who has the potential to succeed and attain highly.

Our strategy works towards a three-tiered approach that balances approaches to improve **quality first teaching, targeted academic support and wider strategies**. We also recognise that less is more; selecting a small number of priorities and giving them the best chance to succeed while ensuring that pupil premium is at the heart of a whole school effort, with all staff understanding the strategy and their role within it. Staff work collaboratively to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

CHALLENGES

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of pupils across school.
2	Children lack the experiences and vocabulary required of the current curriculum as a direct result of low income, this is particularly evident across the school where speech and language needs are higher than expected.
3	Social and emotional experiences in home life impact significantly on family input into the education of a child. This can include the impact of mental health on the pupils and their families.
4	Attendance is a barrier to learning for some pupil premium students.
5	A high proportion of PP pupils are also on the SEN register (30%), lower level of attainment in comparison to non-pp peers.

INTENDED OUTCOMES

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Narrow the gap by the end of KS2 in reading, writing and maths attainment between disadvantaged and non-disadvantaged pupils, including at the higher standard	Achieve or exceed national attainment in reading, writing and mathematics.

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Improved attitude to learning	Reduction of time out, more opportunities for structured reflection for pupils in receipt of PP.
To reduce the impact of social and emotional experience in-home life on attainment and wellbeing of the child through increased enrichment opportunities.	100% of children accessing enrichment activities and trips to aid real life experiences termly.
Provide personalised, targeted pastoral support for individual pupil premium pupils to support their emotional wellbeing in order for them to be happy, secure and fully engaged in school. (and where needed out of school)	Children will be identified based upon SEMH needs and possible external agencies support, along with specific social and emotional support for identified disadvantaged individuals. E.g. Art Therapy. Child centred mentoring.
To ensure attendance for disadvantaged children is in line with non-disadvantaged children,	Current attendance figure of 94% maintained. Increase the attendance of pupil premium pupils to over 90% during 2021/2022.
To use academic research (Sutton Trust report/John Hattie/EEF) to make informed choices about the most suitable intervention programmes to use with our children to ensure we are promoting accelerated learning.	Staff to embrace research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

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ACTIVITY IN THIS ACADEMIC YEAR

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

TEACHING

Budgeted cost: £ 63,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure quality teaching and learning across the school to be at least good with most outstanding.	<i>"Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend." (Sutton Trust Report, 2011)</i>	1,2,3,5
CDP for all staff members to support the academically able disadvantaged pupils, as well as lower attaining pupils.	A report commissioned for the Social Mobility and Child Poverty Commission, (Progress made by high-attaining children from disadvantaged backgrounds 2014) found "high-achieving children from the most deprived families perform worse than lower-achieving students from the least deprived families by Key Stage 4." and therefore they must be supported in the primary ages to overcome this.	1,2,3,,5
<i>CPD for all staff on positive behaviour management and developing self-regulation within the classroom and wider school.</i>	EEF Metacognition and the ability to self-regulate allows pupils to focus on their learning and the motivation they have to engage in the process of understanding and learning. 38% of disadvantaged pupils require support for managing their behaviour and/or for pastoral support because of a specific vulnerability. With all staff trained to support these approaches, all pupils are more likely to stay within the classroom during learning times to learn with their peers and achieve.	1,2,3
<i>Additional teacher in Year 6 for Maths & Literacy-targeted teaching for lower ability pupils 0.6 FTE</i>	As the size of a class or teaching group gets smaller it is suggested that, the range of approaches a teacher can employ and the amount of attention each child will receive will increase, improving outcomes for children. We have analysed the needs of our Year 6 cohort and have identified that 3 smaller sets - under 20 children - would allow teachers to increase the amount of attention each child will receive. There will be a greater emphasis on children 'keeping up' and in particular, our lower attaining children	1,2,5
Books and additional learning resources	Children have limited access to high quality books and resources outside of school. 1, 2	1, 2, 4, 5

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TARGETED ACADEMIC SUPPORT

Budgeted cost: £87,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led booster groups for targeted children X 6	Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1,2,3,5
Additional 1:1 tutoring for pupils across the school (65 in total) for Maths and Literacy	EEF 1:1 Tuition + 5 months On average 1:1, tuition is very effective at improving pupil outcomes. 1:1 tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1,2,3,5
Additional Teaching assistant support for Year 3 pupils – catch-up/high needs (28 PP – 12 SEN)	Pupil data demonstrates some low, on entry baseline data including Literacy and Maths. Interventions provided include, social skills groups, IDL programme to support Speech & Language development.	1,2,3,5
Beanstalk – Additional 1:1 Reading Support with an adult	Third Place Learning 1:1 Reading Support with targeted pupils – in order to improve reading by focusing on understanding the text.	1,2,5
1:1 small group intervention programs with in class support. Must move pupils identified and monitored by CT and SENCO	1:1 tuition Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. (+5 months gain EEF) <i>EEF Teaching and Learning Toolkit: one to one tuition (30th August 2018)</i>	1,2,3,5
TA deployment to be embedded to meet needs of most vulnerable learners with a focus on reading (vocabulary) and literacy skills.	High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. EEF (2018) suggests there is evidence that early literacy programmes that include activities related to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components.	1,2,3,5

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<p>Additional small group tuition in reading comprehension for pupils in all year groups – soft start 8:30/and end of day 3pm – targeted pupils</p>	<p>EEF</p> <p>Reading comprehension strategies +6 Small group tuition +4</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. In order to access the full primary curriculum at BJS, pupils are required to be fluent and accurate readers who can apply a range of strategies to understand a wide range of texts, contexts and subjects.</p>	<p>1,2,3,5</p>
<p>Language Development and Literacy Intervention Groups</p>	<p>EEF</p> <p>Owing to various different reasons language skill delays happen in children leading to inefficient vocabularies causing them to fall far behind the peers. Therefore, proper exposure to structured and age-appropriate instruction during the formative years of language and literacy development helps bridge this achievement gap.</p>	<p>1,2,3,5</p>
<p>Funding of multi-agency support services, including Buy In Speech & language Therapy Sessions and Educational Psychologist Services</p>	<p>NHS</p> <p>A high proportion of pupils enter school with delayed listening and language abilities or have persistent language and communication difficulties which impact on their learning, literacy and social communication. Therefore, Speech and Language Therapy time is purchased on a per session basis throughout the duration of a Service Agreement for pupils who do not receive support through a specific identified need or EHCP.</p>	<p>1,2,3,,5</p>

WIDER STRATEGIES

Budgeted cost: £ 46,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Child Centred Mentor for identified vulnerable pupils.</p>	<p>Child Centred Mentor work with our children to support individual needs. This ranges from behaviour support in school within the classroom setting, to grief and emotions coaching to the delivery of a range of therapies including art work/board games and reading/writing activities. The Child Centred Mentor is a proactive tool used right across the school and support the child in making the right choices in a variety of situations.</p>	<p>2,3,4</p>

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Breakfast bagels available for all children in classrooms – promoting attendance and being ready to learn	It is important that all children have the opportunity to start the day with full tummies, aiding them with readiness to learn. This is a basic need that, as a school, we need to meet. Offering hot bagels to each child as they come into school also supports attendance/ punctuality. This provision is supported by Magic Breakfast	1,3,4
Enrichment & Visit programme to broaden children's life experiences	Children lack experience of the wider world, limiting the richness and diversity within their vocabulary and language. By giving children the opportunity to experience a range of enrichment opportunities including trips/visits/visitors in and out of school not only aids in broadening their knowledge and understanding regarding the world in which they live and the connections within it, but deepens and enriches	1,2,3,4,5
Pastoral Offer: small group interventions to boost self-esteem, aspiration and wellbeing	Pupils with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. A positive association exists between academic attainment and physical activity levels of pupils.	2,3,4
Parent Support Advisor	Supporting families in a range of situations, particularly transitions to local high schools or a change in setting in a key part of our work at Wren's Nest. We support our families in building trusting relationships and links with other providers by facilitating appropriate meetings with someone with who they have a good relationship.	3,4
Provision for free School Uniform/Equipment	A number of families have limited funds; the school provides uniform and basic school resources for these children at no cost to parents.	1,2,3,4,5
Welfare Officer and SLT to monitor and support Pupil premium families to improve attendance, punctuality and readiness to learn including persistent absentees	EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 percent of all sessions	1,2,3,4,5
Free places at breakfast and after school club	Supporting families of vulnerable pupils by providing before and after school care for pupils to ensure they are in school and parents are able to attend work/appointments.	1,3,4

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<p>Assign Mental Health Lead within school to support, pupils and staff</p>	<p>Pupils with better health and wellbeing are likely to achieve better academically and staff will perform better within their daily duties. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement and productivity.. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.</p>	<p>3</p>
<p>Full Safeguarding training for Phase Leaders in new positions as deputy DSL's to further enhance and support school's SG procedures.</p>	<p>Pupils with better wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.</p>	<p>3</p>
<p>Staff Well Being Committee</p>	<p>Staff wellbeing is essential for effective teaching and learning, and looking after the wellbeing of others. Time pressures and workloads, conflicts with colleagues, difficulty adapting to change, or low self-esteem are a few things that can affect staff wellbeing, therefore in an effort to ensure clear lines of communication and staff collaboration it is vital staff feel they have a voice and their individual needs are taken on board by the school.</p>	<p>1,2,3,5</p>

TOTAL BUDGETED COST: £197,250

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PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

PUPIL PREMIUM STRATEGY OUTCOMES

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

KS2 DATA 18/19:

Specific Groups	% pupils	EGPS		Reading		Writing TA		Maths		RWM		Average Scaled Score			Average progress score		
		AS+	HS	AS+	HS	EXS+	GDS	AS+	HS	EXS+	HS	GPS	Rdg	Ma	Rdg	Wtg	Ma
All	100%	91%	60%	84%	40%	89%	21%	89%	44%	82%	16%	110.2	107.3	108.3	2.0	1.1	2.1
Pupil Premium	60%	88%	60%	83%	37%	88%	21%	85%	40%	79%	15%	109.9	107.0	107.4	2.2	1.5	2.1
Non Pupil Premium	40%	94%	60%	86%	46%	89%	20%	94%	49%	86%	17%	110.6	107.8	109.5	1.6	0.1	2.2

AIMS AND OUTCOMES OF THE PUPIL PREMIUM STRATEGY PLAN 2020 / 2021

Strategy Aims	Outcomes
To ensure that staff are equipped in analysing and addressing pupil gaps following period of extended school closure.	Half-termly pupil progress meetings led by a member of SLT. Access to HT and DHT Leadership Training; Access to Aspiring Leaders programme; Access to CPD for teachers new to the profession. Release time for staff to complete GAP analysis and QLAs from assessments. Learning walks, pupil voice and work sampling time for subject leaders.
Ensuring staff revisit and implement the evidence-based teaching methods for effective lesson delivery and acquisition of vocabulary.	Access to DHT and AHT Leadership Training; Access to CPD for teachers new to the profession. Subject leader support networks through the ELP. Allocated staff meeting time for CPD teaching model approaches.
Ensuring pupils receive effective pastoral support, with a focus on mental health and wellbeing.	Partnership between Schools in ELP. Termly TAS meetings for early identification of pupils requiring support for SEMH needs. Partnership for staff and pupils with LA Support Groups.

Pupils came back into school in September 2020, following the national school closure, KS2 testing was cancelled in July 2021.

- BJS has a significantly high level of pupil premium pupils with around 50% of the school roll being pupil premium and approximately 30% of these pupils having an additional SEND need too. Pupil premium numbers have increased as a direct result of the impact of. At the peak of school closure, a significant number of both PP and SEND pupils were accessing in school provision. Provision was offered to an additional eight premium pupils but declined due to shielding/parents' wishes.
- Engagement with online English and Maths tasks through home learning was around 90% for pupil premium pupils during COVID. 15% of pupils were initially provided with paper based homework as they have limited access to ICT/internet however, through the Local Authority ICT roll out program all Pupil Premium families have access to a laptop for use at home. The ICT roll program increased the percentage of pupil premium students accessing home learning during the January lockdown and at this point over 50% of pupil premium pupils were accessing learning through attending school provision.

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- Pupil premium families were consistently supported throughout lockdown with weekly phone calls, support with accessing food banks and food hampers, seeking benefits and offering well-being support. Social distanced home visits were completed as part of well being checks and in response to safeguarding concerns.
- **Key summary points**
- Post COVID internal data (Summer 2021) for reading, writing and maths shows that there is a small gap at both AES and HS in most year's groups.
- End of KS2 internal data showed that PP are working slightly below non PP in reading, writing and maths at ARE
- Catch up programmes implemented as part of COVID response included a literacy recovery programme to address gaps in learning.
- 100% of PP have received tailored intervention programmes
- Enrichment opportunities through clubs were attended by 75% pp pupils prior to lock down.

EXTERNALLY PROVIDED PROGRAMMES

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Plus	Reading Plus LLC
IDL	International Dyslexia Learning Solutions Limited
TT Rock Stars	Maths Circle Limited
Collins Connect	Collins