

Bushey Heath Primary School

Pupil Premium Overview 2019-2020

A vibrant school inspiring children to realise their potential

This overview should be read in conjunction with the Schools Pupil Premium Policy
http://www.busheyheathjm.herts.sch.uk/media/1476/pupil-premium-policy_24-oct-18.pdf

Context

Bushey Heath Primary School is a one-form entry school in Bushey. We have a Nursery and bulge class in Year 5. Pupil Premium has been steadily increasing and now represents a little over 14% of our total cohort.

Schools receive a payment, or Pupil Premium, for each child who is currently eligible for Free School Meals or has been eligible for Free School meals within the last six years (FSM Ever 6). Children who are looked after, or children from service personnel, are also allocated funds within Pupil Premium.

The school is committed to ensure that no Pupil Premium child is disadvantaged as a result of the lockdown resulting from the Corona Virus outbreak.

The school remained open during the lockdown. 67% of Pupil Premium children attended school, 53% of Free School Meals children attended school at some point. This ensured the school was able to monitor the mental health and learning of our Pupil Premium children.

The School aims to provide a happy and stimulating environment delivering outstanding results for all with high aspirations and ambitions for our children and we believe that no child should be left behind.

Based on the latest research Bushey Heath ensures the building block for success for all pupils including those from disadvantaged pupils are put in place:

- Whole school ethos of attainment for all
- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively
- Data driven and responding to evidence clear, responsive leadership
- high quality Pastoral support given as required

Objectives of Pupil Premium Spending

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". Children can also be high achieving pupils and we ensure they also receive support and challenge. The School, is particularly aware that Pupil Premium children, and other vulnerable children, have been impacted by the lockdown. The School has, and will continue to, closely monitor these children and provide appropriate support as required

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school

with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

We have analysed our data thoroughly, examined the impact of current interventions and have made use of a range of research to inform our decision making.

Whilst we acknowledge the importance of core skills, we believe in developing the children as a whole for example we will look to ways to develop their self-confidence, public speaking, physical strength and dexterity.

We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve, so each child will have a mentoring session every term with their dedicated TA. By identifying their strengths and weaknesses / hopes and ambitions we can closely tailor their Pupil Premium support for maximum impact.

DfE Guidance states:

Schools, headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provisions should be made for individual pupils.

Thus parents can be assured that, as with all budget allocations to the school, decisions about provision and spending can be made with the best interest of all children's wellbeing and progress in learning at its core. Meetings to discuss Pupil Premium allocation include: pupil progress meetings 4 x annually (class teachers, Headteacher and SENCO); Senior Leadership Team meetings, Governing Body meetings, whereby the Finance Committee analyses spending on Pupil Premium and the School Improvement Committee analyses the achievement of all pupils and groups of pupils in learning, including those in receipt of Pupil Premium.

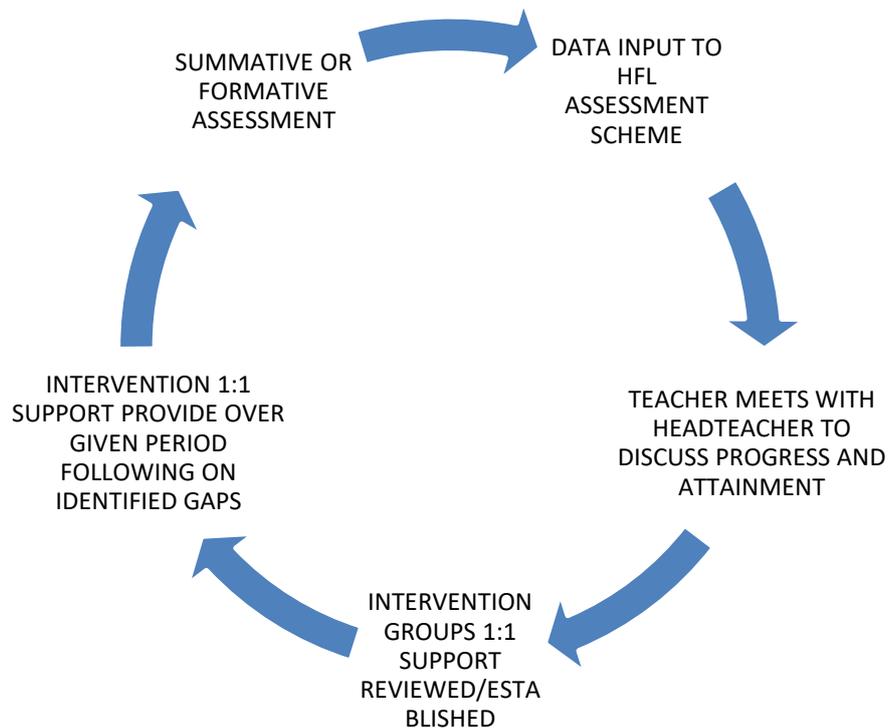
The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

The impact of interventions is analysed half-termly as assessment data is gathered and input / follow up is put in place if an intervention is not having the desired impact. Assessment is both formative and summative and is analysed in details during Pupil Premium meetings.

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupil, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

The school uses a variety of methods to assess the teaching and learning within the school against the Ofsted Criteria. Regular work scrutiny, learning walks, drop ins and lesson observations have reflected an increased level of outstanding provision. External County Reviews have graded teaching and learning in the school as 'outstanding'.



We use a range of data to analyse impact of spending:

- End of key stage data
- Phonics outcomes
- EYFS data
- Current Data
- Intervention analysis
- Outcomes of Observations, Work Scrutinies, Learning Walks
- Stakeholder feedback

Develop an effective system of assessment without levels

All children, but especially pupil premium, are closely tracked supported by Herts for Learning and the Department of Education Assessment Criteria. Progress reviews are held half-termly to ensure the children are on track to achieve expected standard and are making substantial and sustained progress.

Provision

Supporting the development of the whole child through pastoral care where appropriate.

A dedicated teaching assistant supports pupil premium children to ensure additional pastoral care over and above the usual provision provided by the school.

All clubs in the school are contracted to provide one free place to a pupil premium child and the school subsidises, or provides free places, in the breakfast club as required.

In addition, we provide the following using the Pupil Premium grant:

- Extended learning out of school hours.
- Looking at the individual needs of each child and identifying their barriers to learning.
- Ensuring additional support staff and class teachers communicate regularly.
- Using key stage leaders to provide high quality interventions across their phases.
- Matching the skills of the support staff to the interventions they provide.

- Providing specialised Teaching staff and a designated specialist TA to provide additional 1:1 teaching and small group work across the key stages.
- Tailoring interventions to the needs of the child (e.g. targeted maths revision sessions in the afternoons for children who struggle in the main lesson).
- Recognising and building on children’s strengths to further boost confidence (subsidising after school clubs).
- Ensuring that individualised support is given to pupil premium regardless of progress and achievement.
- Funding free school meals for those eligible.
- Funding educational trips and visits.
- Dedicated Sports Apprentice focus, ensuring maximum participation in sporting provision.
- Providing counselling via “Safe Space” services.

We will publish our strategy on the school’s use of the pupil premium in each academic year on the school website, in line the DfE’s requirements on what maintained schools must publish online.

Our pupil premium policy you is available here: <http://www.busheyheathjm.herts.sch.uk/our-school/policies-statutory-information>

We will publish information on the school’s use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE’s guidance on what academies should publish online.

Overview of the School 2019 - 2020	Numbers	%
Total number of pupils on roll	268	
Total number of pupils eligible for PPG	28	10.4
Service pupils	10	3.7
Total number of pupils eligible for FSM	15	5.5
Total amount of Pupil Premium received		

Summary information as of Autumn 2020		
Total number of pupils	268	
Number of pupils eligible for pupil premium	28	
Total pupil premium budget		
Characteristics	Number	Percentage of group
Boys	14	53.8
Girls	14	53.8
SEN support	19	73
EAL	5	17.8
Number of Pupil Premium children attending school during the lockdown		

Data Overview based on teacher predictions

EYFS						
	Teacher prediction 2019 2020			Data from 2018 2019		
	Pupils eligible for PP	All Pupils	National Average	Pupils eligible for PP (2)	All Pupils	National Average
Good level of development	66.6	83.3			76.7	71.9

PHONICS						
	Teacher prediction 2019 2020			Data from 2018 2019		
	Pupils eligible for PP	All Pupils	National Average	Pupils eligible for PP	All Pupils	National Average
				(3)	2018 -2019	2018 -2019
	100	93		66	93	82

End of KS1						
	Teacher prediction 2020			Data from 2018 2019		
	Pupils eligible for PP	Non Pupil Premium	National Average	Pupils eligible for PP	Non Pupil Premium	National Average
				(1)		
% making expected progress in reading	75	92.3		100	83	75
% making expected progress in writing	50	86.7		100	83	69
% making expected progress in maths	50	86.7		100	86	76

End of KS2						
	Teacher prediction 2019 2020			Pupils eligible for PP 2018 2019		
	Pupils eligible for PP	Non Pupil Premium	National Average	Pupils eligible for PP	Non Pupil Premium	National Average
				(7)		
% making expected progress in reading	80	88.8		57	92	73
% making expected progress in writing	89	92.5		86	92	78
% making expected progress in maths	91	92.5		86	92	79

2019	Key stage 1 % difference between DVP pupils and national other at the expected standard or above	Key stage 2 % difference between DVP pupils and national other at the expected standard or above
Reading	+10	+20
Writing	+15	+17
Mathematics	+10	+19
Combined		+30

Attendance till March 2020	Whole School 97.2%	Pupil Premium 95.8%
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Long-Term Plan (3-year timetable) 2020-2023

1. To ensure pupil premium children are able to reach their academic potential through targeted support and provision across the whole curriculum – including, but not limited to, core skills.
2. To ensure that pupil premium children are able to access after school clubs/ extracurricular activities/ additional sporting provision/ one-one tuition and extra support.
3. Pastoral care is targeted and effective to ensure vulnerable children are able to fully access their schooling with appropriate support.

Priority 1

To ensure pupil premium children are able to reach their academic potential through targeted support and provision across the whole curriculum – including, but not limited to, core skills.

- Each class includes at least 1 full-time teaching Assistant. Each Teaching assistant will, in addition to providing the usual support to pupil premium children within class, as and when required, work with Pupil Premium children within a work-shop. This is usually linked to core subject (although not exclusively so).
- Individual learning needs are met via 1:1 with a qualified teacher or suitably experienced Teaching Assistant to raise standards through individualised, targeted programmes.
- School is data driven and responsive. The school holds progress reviews. Children, identified at risk of not achieving or progressing, are provided with suitable interventions.

Cost to school over the 3-year period Approximately £86,000

Priority 2

To ensure that pupil premium children are able to access after school clubs, extracurricular activities and additional sporting provision.

- To ensure that Pupil Premium children are not disadvantaged the school aims to ensure all Pupil Premium children are engaged in extracurricular provision, with a particular focus on sporting provision.
- All clubs are contractually obliged to provide one free space for a Pupil Premium child.
- The school commits to subsidising, or partly subsidising school trips and extra-curricular activities as required.
- The school ensures there are sufficient administrative resources in place, and ensures the Sport Apprentice is provided with dedicated time to develop this aspect of the School Development Plan.

Cost to school over the 3-year period: Approximately £9,000.

During the Year 2019 2020 25% Pupil Premium children received free, or subsidised, placements clubs. 13% (13 trips costing £2882) school trips were either paid for, or partially paid for, by the school. 48% of Pupil Premium participated in afterschool or extra-curricular activities.

Priority 3

Pastoral care is targeted and effective to ensure vulnerable children are able to fully access their schooling with appropriate support.

- The school will fund a part-time Teaching Assistant dedicated to the well-being and development of Pupil Premium well-being within the school.
- Links with private school facilities will focus on provision for our most vulnerable children (this may or may not include Pupil Premium).
- All Pupil Premium children will be given leadership roles or responsibilities within the school to develop self-confidence and leadership.
- Pupil Premium children who are at risk as a result of poor attendance (below 93%) will meet on a weekly basis the Headteacher, or designated member of the Senior Leadership Team.
- 'Safe Space ' counselling provided where necessary.

Cost to the school over the 3-year period: Approximately £4,000.

All KS2 children have met with the dedicated TA and this will be extended to KS1.

100% of Pupil Premium children attending 'Attendance Meetings' with the Headteacher have achieved 'Working At ' across the school in July 2019. 100% have made at least good progress.

45% of KS2 Pupil Premium children have leadership roles or school responsibilities. The aim is to have 100% by the end of 2020.

Date Policy Reviewed/Amended:	July 2020
Chair of Governors:	James Hughes
Headteacher:	Penny Barefoot
Review Date:	July 2021
Reviewed by:	Full Governing Body