

Blue Gate Fields Junior School
Pupil Premium Proposal 2020-2021



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At Blue Gate Fields Junior School, staff and governors are committed to ensuring that teaching and learning provision meets the needs of all pupils so that every child makes the maximum progress in learning.

The Government believe that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers. Pupil Premium does this by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Pupil Premium Profile	
Number of eligible pupils:	181 Ever 6 (after Spring Term 2020 Census adjustment)
Amount per pupil recorded as Ever6 free school meals (FSM)	£1,345
Free School Meal %	52.6%
Total pupil premium budget	£243,445 (final confirmed LBTH 2020-2021)
Date of most recent pupil premium review	October 2020
Date of next pupil premium review	March 2021
Report on the Pupil Premium Proposal September 2019-2020	The proposal strategies and impact will be evaluated in March 2021 due to Coronavirus and school closure.

At Blue Gate Fields Junior School, we understand that our pupils experience significant barriers to educational achievement.

- Of 342 enrolled pupils, 97% of pupils are EAL (English as an additional language): Autumn 2020,
- 52% of pupils are disadvantaged and are entitled to support through the Pupil Premium funding
- Parents often find supporting their children's learning challenging. This is for a range of reasons, including high levels of EAL in the family; limited understanding of the expectations of school and the curriculum and in particular how the broader curriculum impacts positively on academic achievement; strategies and ideas used to support at home are based on the school experiences of the parents and are often very different to today's teaching methods. Space for studying at home is at a premium with younger children in competition with older siblings for space and resources. Many families on low incomes do not have access to the internet or the financial resources to access cultural activities.

- We know that social and emotional well-being has a direct impact on pupil welfare and learning.
- We recognise that a broad range of cultural experiences adds value through contextualising learning.

We propose to use funding to support these areas of concern for the benefit of all of our children and, in particular, those statistically identified as being disadvantaged. We aim to remove every barrier to learning for our pupils.

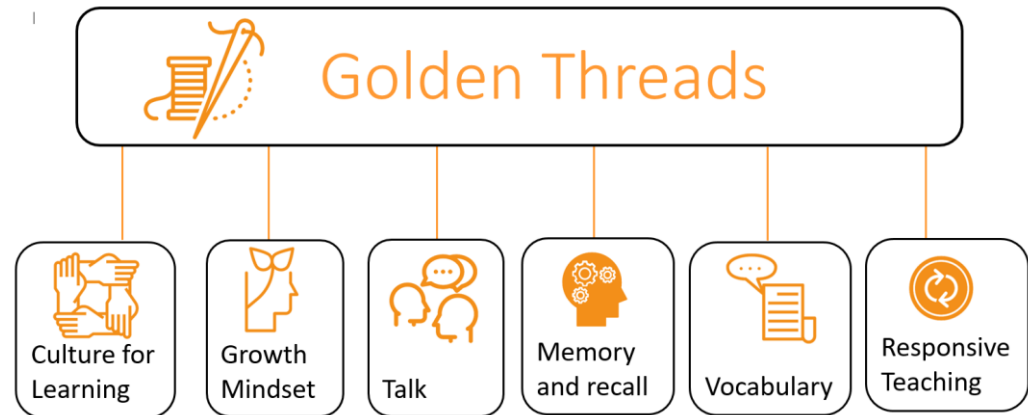
We will employ additional teachers to make pupil: teacher ratios supportive of high quality bespoke teaching and learning. We will target interventions that focus on reading and basic skills.

Support for parents and families will be provided through daily contact with families at the school gate, regular updates via the school website and the continued support of our Attendance and Welfare member of staff.

Counselling for pupils experiencing social, emotional and behavioural barriers to learning is a high priority and will be provided by learning mentors and drama therapists, at an individual and whole class level.

We will fund activities that enhance and add value to the curriculum through access to a rich, cultural education that includes music, art and design, theatre and literature.

Our focus on The Golden Threads for teaching and learning will also permeate through the strategies designed to address inequalities.



Action		Strategy and rationale	Outcomes and success criteria	Owner	Milestones	Monitoring and evaluation	Predicted Cost
CPD	Reading: a continuous lens on the complexities of the teaching and learning of reading	<ul style="list-style-type: none"> • Consultant support to support the development curriculum leadership • Mcubed partnership support for curriculum development • staff CPD – research, plan and deliver staff training on The Big 5 (phonemic awareness, phonics, vocabulary, comprehension and fluency) • to ensure that staff are teaching with consistent, evidence based approaches • learning to read; reading to learn – develop vocabulary acquisition in the foundation subjects to broaden children’s language and ability to read a wide range of texts and apply understanding in different contexts • Reading interventions based on benchmarking outcomes for targeted pupils <p><u>EEF 2020</u> <i>On average, reading comprehension approaches deliver and additional six months’ progress.</i></p> <p><i>Phonics approaches have been consistently found to be effective in supporting young readers to master the basics of reading. +4 months impact</i></p> <p><i>Oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. +6 months impact</i></p>	<ul style="list-style-type: none"> • Teaching staff are equipped with a curriculum that meets the identified needs of the pupils • The curriculum is supported with teaching resources and planning is guided • English Leads disseminate CPD and support implementation in the classroom • Accelerated progress of highest attaining pupils • Address identified gaps • Raised attainment – increased % of children meeting greater depth age related expectations • Improved comprehension and language skills • Increased pupil confidence 	PB SA SLT	<p>Autumn 2020 staff CPD, followed by additional training sessions for teachers and teaching assistants</p> <p>Regular SIP visits to support observations and curriculum leadership</p>	<p>Year Group Pupil Progress meetings: half termly</p> <p>Attainment Profiles</p> <p>Impact of interventions review</p> <p>Classroom observation</p> <p>Tracking data</p> <p>Nfer testing data Spring 1</p>	<p>£6,000 LBTH School Improvement (Gold) 50% used</p> <p>£3,100 School Library Service 53% used</p> <p>£1,000 library stock 70% used</p> <p>£1,100 ActiveLearn Bug Club subscription 53% used</p> <p>£7,900 Speech and Language support 10% used</p> <p>£22,300 classroom support + interventions J. Walsh 70% used</p> <p>£16,200 classroom support + interventions M. Pittaway 60% used</p>
Monitoring and	Data analysis-supporting	<ul style="list-style-type: none"> • John Sinnott data Tracker analysis • THEP data analysis support 	<ul style="list-style-type: none"> • SLT and staff understand the data and are able to act on the information that it 	SA HT	September 2020 analysis of Tracker 2019-2020	% pupils at or above expected standards SATs 202-2021	£8,100 tracking software and reports 100% used

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	school data and SATs	<ul style="list-style-type: none"> Mcubed partnership support and sharing 	provides to plan for interventions.		Half termly pupil progress meeting informed by the Tracker analysis Twice yearly data input from Nfer testing		£1,000 John Sinnott analysis services 53% used
	Governor involvement	<ul style="list-style-type: none"> Outcomes for Pupil Premium will be reviewed on a termly basis by the Governing Body via the reporting of pupil premium progress as indicated by regular assessments. Governors will be invited to undertake a learning walk focused on provision funded by the Pupil Premium 	<ul style="list-style-type: none"> The school leadership team is held to account 	GOV SLT			
Minimising barriers to learning	Magic breakfast membership for Breakfast Club Free of charge to families	<ul style="list-style-type: none"> Membership of Magic Breakfast to support funding for Breakfast Club so that no child is too hungry to learn. Pupils are targeted to encourage good attendance, healthy eating and increased contact with school staff 	<ul style="list-style-type: none"> Children are 'caught' in the breakfast net at the club, if they are late-comers or are hungry at break time Children and families are offered support to learn about a healthy start to the day The Club offers opportunities to talk informally with children and to encourage a positive start to the day 	SA HT JB JW	Until February 2021, most pupils will receive a delivered breakfast pack to their home. When deliveries are discontinued, pupils will receive a 'take-away' pack. This will be reviewed as circumstances change.	Targeted pupils attend	£10,200 85% used
	Attendance	<ul style="list-style-type: none"> To achieve a target of 96% attendance Reduce rates of Persistent Absence 	<ul style="list-style-type: none"> Reduction in rates of Persistent Absence Increased attendance for children who historically PA Overall increase in attendance 	SA HT PL AWA	<ul style="list-style-type: none"> Target children for 2020-2021 identified in September 2020 Tracking in place for 202-2021 Attendance monitoring process implemented (Sept 2020 onwards) Weekly review with AWA (Sept 2020 onwards) 	<ul style="list-style-type: none"> Attendance data review (half termly) Attendance reports to Governing Body (half termly) 	£200 attendance tracking 70% used

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					<ul style="list-style-type: none"> Half termly analysis using traffic light system (postponed due to Coronavirus attendance issues) 		
	Learning Mentors	<ul style="list-style-type: none"> Provide individualised, tailored programmes to vulnerable pupils Develop key person system for boys (SS) Growth Mindset intervention for Year 3 pupils to promote motivated learning behaviours <p>EEF 2018 <i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</i></p> <p><i>Approaches such as improving teachers' behavior management and pupils' cognitive and social skills seem to be effective. + 3 months impact</i></p> <p>EEF 2020 <i>Feedback studies tend to show high effects on learning. The EEF state that providing effective feedback is challenging. In this academic year the school will revisit the Feedback Policy and practices to ensure that quality feedback support learning. +8 months impact</i></p> <p>EEF2018 <i>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning,</i></p>	<ul style="list-style-type: none"> Accelerated rates of progress Raised attainment Increase in the percentage reaching nationally expected standard Narrow gap between highest and lowest attaining pupils Improved learning behaviours: independence, resilience, confidence 	EW SS SLT	<ul style="list-style-type: none"> Lesson observations to include focus on impact of additional adults (September 2020 onwards) Tracker data analysis (Spring 1 2021 onwards) 	<ul style="list-style-type: none"> Impact of interventions review (December 2020, March 2021, July 2021) Review impact of provision termly or whenever required 	<p>Staffing £15,000 Shaheen Shahbady 53% used</p> <p>Staffing £8,000 E. Went 25% used</p>

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		<i>monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. +7 months impact</i>					
	Sport and Healthy Living	<ul style="list-style-type: none"> Pupils have opportunities to be healthy and active The Go Run initiative <p>EEF 2018 <i>The overall impact of sports participation on academic achievement tends to be positive. + 2 months impact</i></p>	<ul style="list-style-type: none"> TA for sport is able to support and maintain the current high standard of sports and fitness provision 	AM CS SLT	Bleep testing to monitor the success of the go Run initiative	<ul style="list-style-type: none"> Review with P.E. staff 	<p>£21,600 Youth Sports Foundation: PE teacher, 53% used</p> <p>£17,000 PE support teacher 60% used</p>
	After School Clubs	<ul style="list-style-type: none"> After school provision focused on sports and fitness. 	<ul style="list-style-type: none"> Increased participation in wide range of activities Increased levels of physical activity 	AM CS SLT	<ul style="list-style-type: none"> Termly clubs programmes established (Au.20, Sp.21, Su.21) Children targeted to take up clubs (Sept 2020 onwards) 	<ul style="list-style-type: none"> Pupil voice survey (June '21) Tracking of uptake of activities 	
Meeting the needs of individuals	School based educational social worker	<ul style="list-style-type: none"> Early intervention, safeguarding and support for vulnerable children and families 	<ul style="list-style-type: none"> Targeted plans in place to meet the individual needs of children and their families Improved outcomes linked to identified needs 	PL SA HT	<ul style="list-style-type: none"> Vulnerable Children Panel meeting meetings (monthly) used to identify children and plan to meet their needs (half-termly, Sept 2020 onwards) Additional, immediate referrals made in response to concerns 	Pupils attend regularly, parents feel supported, children and families are able to access relevant services. The school fosters positive, warm and supportive relationships with families in need.	<p>£13,600</p> <p>53% used net of BGFII recharge</p>

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	Adventurous activities	<ul style="list-style-type: none"> Shadwell Basin adventurous outdoor activities <p>EEF 2020 <i>Studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. +4 months impact</i></p>	<ul style="list-style-type: none"> Pupils participate in challenging activities and environments that are outside of their usual experience. Pupils experience new social situations that prepare them for experiences outside of the immediate community. 	MC SA HT	October '20 Matched to the curriculum map	<ul style="list-style-type: none"> Pupil survey June 2021 Observation of behaviour and attitudes 	£21,600 Youth Sports Foundation: PE teacher, 53% used
Cultural capital	Culture, theatre and the arts	<ul style="list-style-type: none"> Art specialist teachers Design and Technology with a specialist teacher Theatre experiences: Young Shakespeare Company (Macbeth Year 6), Anna Conomos Performance Storyteller, visiting theatre groups. Music tuition <p>EEF 2020 <i>The impact of arts participation on academic learning appears to be positive but low. Benefits have been found in primary schools and, in some cases, for disadvantaged pupils. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. +2 months impact</i></p>	<ul style="list-style-type: none"> Pupils experience an education which is enriched by the arts, theatre and design. 	SLT	Experiences are matched to the curriculum map for each term.	<ul style="list-style-type: none"> Pupil survey Observation of behaviour and attitudes School environment 	<p>Music tuition £7,800 53% used Pottery £8,400 40% used</p> <p>£1,100 Shakespeare production and workshops 70% used</p> <p>Art teachers £6,000 40% used + ££6,600 53% used</p>
Effective interventions	Therapist and counsellor support	<ul style="list-style-type: none"> Therapist/Counsellor support for identified pupils Drama based whole class sessions that explore the curriculum and growth mindset Support for teachers from Therapist to explore challenging 	<ul style="list-style-type: none"> Pupils are supported emotionally Staff are emotionally supported 	SLT JM KJ	Referral Planned with Year groups Autumn term 2020 and ongoing		<p>£7,900 Drama therapist 53% used</p> <p>+ £14,100 therapist counsellor 53% used</p>

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		<p>pupil/pupil or pupil/teacher relationships</p> <ul style="list-style-type: none"> • Therapist led self-care sessions for staff • NQT support programme (shared with Mcubed partnership schools) • PHSCE Coram Life Bus <p>EEF 2019 <i>On average, SEL (Social Emotional Learning) interventions have an identifiable and valuable impact on attitudes towards learning and to social relationships in school. + 4 months impact</i></p>					<p>£100 PHSCE 100% used</p>
	Vocabulary Development	<ul style="list-style-type: none"> • SIP support for staff CPD • Bug club online reading programme • Oracy Hub Project • Artsmark accreditation with vocabulary and evaluative language development priorities <p>EEF 2019 <i>Oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. +5 months impact</i></p>	<ul style="list-style-type: none"> • CPD staff meeting to explore the vocabulary tiers • Mrs Wordsmith vocabulary development file is used in the dinner hall to resource a word of the day • Improved communication and language skills 	JB PB SA	from Autumn 2020	Writing assessments Reading progress	<p>£1,100 ActiveLearn Bug Club subscription 53% used</p> <p>£2,700 literacy training 70% used</p>
	Talk4Number early intervention	<ul style="list-style-type: none"> • Year 3 and Year 4 intervention programme 	<ul style="list-style-type: none"> • Accelerate progress to narrow gap between lowest and highest attaining pupils • Address identified gaps in basic skills • Raised attainment – increased % of children meeting age related expectations • Improved communication 	EW YGLs	See termly teaching and learning action plans 6 sessions for each of the 4 units	<ul style="list-style-type: none"> • Entry and exit assessments • Peer review of interventions • Impact of interventions review • Impact of intervention review • Pupil voice (June 2021) 	Staffing £2,300 20% used

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		<ul style="list-style-type: none"> and language skills • Increased confidence/independent 				
Speech & Language Therapy	<ul style="list-style-type: none"> • Weekly 1-2-1 Speech and Language Therapy for identified children, provided by Speech and Language Therapist 	<ul style="list-style-type: none"> • Identified speech and language needs addressed • Raised attainment • Accelerated progress • Improved communication and language skills • Increased confidence • Increased independence 	PB	<ul style="list-style-type: none"> • Review current children & identify any further target children Sept 2019 • Review progress of targeted groups and individuals (Dec 2020, March 2021, July 2021) 	<ul style="list-style-type: none"> • Entry and exit assessments • Impact of interventions reviews • SLT weekly feedback to SENCO 	£4,200 50% used
Educational Psychologist	<ul style="list-style-type: none"> • To support teaching staff to best address the particular needs of pupils to access learning 	<ul style="list-style-type: none"> • Pupils are supported to access learning 	PB		<ul style="list-style-type: none"> • SLT 	
Library	<ul style="list-style-type: none"> • The Library with its dedicated librarian supports and promotes reading across the whole school • Reading focus on boys is led by the librarian through Boys' Book Group • 1:1 reading is facilitated by the Library for pupils who are greater depth readers • Membership of the Schools' Library Service for extended opportunities for book and resource borrowing • Author visits • Bug Club 	<ul style="list-style-type: none"> • The Library is the hub of the school and maintains reading and a love of literature at its core. 	SD SLT		<ul style="list-style-type: none"> • SLT 	£1,000 library stock 70% used

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Partnerships	Mcubed partnership work	<ul style="list-style-type: none"> Partnership work with the Mcubed partnership for leadership and curriculum support See Mcubed action planning <p>EEF 2018 <i>Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap.</i></p>	<ul style="list-style-type: none"> Improved good practices and sharing 	SA HT		Review with the partnership SLT review and evaluation	£5,700 short term agency supply 53% used
	Small Group teaching	<p>In all Year groups, pupils will be organised into ability grouping for English and Mathematics with small groupings for the lower ability pupils. In Years 6 pupils are ability grouped for science.</p> <p>EEF 2018 <i>Reducing class size appears to result in around 3 month's additional progress for pupils, on average. Reducing the class size can improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. If the reduction is large enough, the teacher can change their teaching approach and, as some result pupils may change their learning behaviours. +4 months impact</i></p>	<ul style="list-style-type: none"> Raised attainment - increased % of children meeting age related expectations Accelerated progress Narrow gap between highest and lowest attaining pupils and between PP and Non PP pupils. Teaching approaches will vary according to the needs of the group. 	SLT	<ul style="list-style-type: none"> Identify groupings (Aug/Sept 2020) Review groupings half termly 	<ul style="list-style-type: none"> Lesson observation Termly tracking data review Planning and work surveys Accountability tracking Pupil progress meetings 	<p>£6,000 teacher 60% used</p> <p>£7,400 classroom support 53% used</p>

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	CPD	<p>Teaching and learning is the top priority, including professional development, training and support for early career teachers and recruitment and retention.</p> <p>The EEF in its guide to Pupil Premium states:</p> <p><i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</i></p>	<ul style="list-style-type: none"> Teachers are inspired by high quality continued professional development which is rooted in evidence-based research. 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. 	SLT	<ul style="list-style-type: none"> ongoing 	<ul style="list-style-type: none"> The effective success of CPD will be monitored through lesson observations and learning walks, the quality of professional dialogue and levels of participation in working party project for curriculum/teaching and learning improvements. 	£6,300 training programmes from Tower Hamlets Education Partnership 53% used
	Online learning	To support online learning at home.	<ul style="list-style-type: none"> Pupils have access to teacher monitored mathematics learning and practice resources 	SLT		<ul style="list-style-type: none"> Teacher tracking of success rates 	£954 Mathletics 53% used

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Consultant support	Literacy Consultant support	<ul style="list-style-type: none"> • Additional professional (Ann Moss) to support new to teaching in this country teachers, newly qualified and inexperienced teachers in years 3, 4 and 5. • Model lessons, team teaching, lesson observations with feedback and follow up professional development • Moderation processes developed to focus on children's progress towards achieving the expected standards 	<ul style="list-style-type: none"> • Quality of teaching judged to be at least good, with much that is outstanding 	AM	<ul style="list-style-type: none"> • Tailored professional development including: support from School Improvement Officer; additional support from Year Group Leader & Ma & En Subject Leaders • Increased tracking of outcomes in books to identify evidence & adapt planning to meet identified needs • Review of interventions, target groups identified and interventions put in place 	<ul style="list-style-type: none"> • Lesson observation • Half termly tracking data review • Planning and work surveys 	£4,100 literacy and curriculum lead A. Moss 40% used