

### 1. Summary information

|                               |                       |   |         |   |                |
|-------------------------------|-----------------------|---|---------|---|----------------|
| <b>School</b>                 | Chandag Junior School |   |         |   |                |
| <b>Academic Year</b>          | <b>2019-20</b>        | <b>Total PP budget</b>                  | £19,800 | <b>Date of most recent PP Review</b>                  | September 2019 |
| <b>Total number of pupils</b> | 252                   | <b>Number of pupils eligible for PP</b> | 18      | <b>Date for next internal review of this strategy</b> | September 2020 |

### 2. Rationale

- In order to address the challenge of **'diminishing differences'** in achievement for socially disadvantaged pupils the school will publish on [www.chandagjuniorschool.org.uk](http://www.chandagjuniorschool.org.uk) information specifying how we have used their Pupil Premium Grant.
- **All activities funded by the pupil premium grants are aimed at every area of the children's development**, and are targeted to accelerate progress over time, swiftly move children's attainment to their age related expectation or beyond, and rapidly reduce the possibility of those children falling behind their peers.
- 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 effectively assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding is allocated following a needs analysis which will identify priority year groups or individual children. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Our pupil premium cohort is made up of children with a range of attainment and needs therefore interventions will take account of this range.

| 3. Attainment at end of key stage 2019 (Y6)                                 |            |                  |                        |                            |      |
|---|------------|------------------|------------------------|----------------------------|------|
|   | All pupils | National Average | Pupils eligible for PP | Pupils not eligible for PP | Gap  |
| <b>% achieving in reading, writing and maths</b>                            | 59%        | 63%              | 40%                    | 59%                        | 19%  |
| <b>making progress in reading<br/>(based in inherited end of KS 1 data)</b> | -2.88      | 0.03             | -32%                   | -19%                       | -13% |
| <b>making progress in writing<br/>(based in inherited end of KS 1 data)</b> | -2.29      | 0.03             | -15%                   | -9%                        | -6%  |
| <b>making progress in maths<br/>(based in inherited end of KS 1 data)</b>   | -3.28      | 0.03             | -42%                   | -14%                       | -28% |

| 1. Barriers to future attainment (for pupils eligible for PP, including high ability)                    |   |  |   |
|--|---|--|---|
| <b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)          |   |  |   |
| <b>A.</b>  | Differences in attainment and progress for PP children in Maths, Reading, Writing and GPS is diminished <b>within the Key Stage</b> and by <b>end of Key Stage 2</b> (unless additional needs contribute to inhibiting this).   |  |   |
| <b>B.</b>  | Some PP children have greater SEMH needs.   |  |   |
| <b>External barriers</b> (issues which also require action outside school, such as low attendance rates) |   |  |   |
| <b>C.</b>  | Regular Home reading support and engagement is not happening for a proportion of pupils affecting standards in English attainment and progress.   |  |   |
| 2. Desired outcomes  |   |  |   |
|  | <i>Desired outcomes</i>   | <i>Strategy and how they will be measured</i>  | <i>Impact measure &amp; outcome (see detail below)<br/>(RAG; R=not achieved, A=partially achieved, G=fully achieved)</i>  |
| <b>A.</b>  | End of Key Stage 2 outcomes improve significantly. Progress and attainment data shows the differences diminishing in each year group and being eliminated by end of KS2 (unless additional needs contribute to inhibiting this) in <b>Maths, Reading, Writing and GPS</b> . | <p><b>Strategy:</b> Whole school new initiatives in teaching of maths and reading implemented by teaching staff; High Quality Teaching (HQT) in class practice; TA/Teacher led catch-up and booster identified and timetabled in afternoons; Catch-up programmes (Nessy, Read, Write, Inc., Reading sessions for fluency – small group/1:1, Maths afternoon catch-up)</p> <p><b>Measure:</b> Summative assessment 3x year; ongoing formative assessment; pupil progress meetings; SLT and CLT monitoring of quality of teaching.</p> | <p>No KS2 SATs taken and so no validated data. See below for teacher predicted outcomes based on tracking of assessments.</p> <p>All Reading intervention pupils had made progress up until the point of Covid-19 school closure.</p> |
| <b>B.</b>  | PP children with SEMH will feel less anxious; will be more ready to learn through accessing differing   | <b>Strategy:</b> Renewed practitioner licenses for THRIVE trained staff to better support SEMH needs; resources purchased to   |   |

|           |  |   |   |
|-----------|--|---|---|
|           | support through intervention mechanisms and/or nurture sessions.   | <p>facilitate THRIVE strategies and activities including the online license and practitioner training annual costs.<br/> <b>Measure:</b> Thrive data reviews 6x year.</p> <p><b>Strategy:</b> Thrive/Social Communication/Self-Esteem sessions for identified pupils to enhance school based experiences, self-esteem, self-efficacy and well-being; social skills developed.</p> <p><b>Measure:</b> Rainbow scoring 3x year; Pupil surveys and pupil voice; Thrive profiles and assessments.</p> | <i>Not able to be fully evidenced with Covid-19 school closure.</i> |
| <b>C.</b> | Greater time allocated for reading regularly in school and expected/promoted at home leading to increased rates of progress across the school. | <p><b>Strategy:</b> Reading booster intervention; whole school teaching of reading; reading incentives.</p> <p><b>Measure:</b> Summative assessment 3x year; ongoing formative assessment; pupil progress meetings; SLT monitoring of quality of teaching; Reading Age tests 3x year; parental surveys 3x year.</p>   | <i>Not able to be fully evidenced with Covid-19 school closure.</i> |
| <b>D.</b> | To raise the personal development opportunities for all pupils by enriching their experiences and promoting well-being.                        | <p><b>Strategy:</b> Encourage take-up of after school and extra-curricular clubs/provision e.g. peripatetic music tuition, languages, cookery, art club; inclusion for all trips.</p> <p><b>Measure:</b> Teacher feedback and observations; pupils responses and surveys on school.</p>   | <i>Not able to be fully evidenced with Covid-19 school closure.</i> |

**3. 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                           | When will you review implementation?   | End of year RAG rating<br><i>Impact measure &amp; outcome</i>  |                     |             |
|--|--|--|---|--------------------------------------|--|--|---------------------|-------------|
|  |  |  |   |                                      |  | EFFECTIVE  | PARTIALLY EFFECTIVE | INEFFECTIVE |
| <b>All above desired outcomes to be influenced</b> | <p>SLT driven focus on High Quality Teaching – teaching to improve learning.</p> <p>Clear Performance Management (PM) objectives linked to above and PP progress and attainment.</p> <p>SLT, Maths and English CLT RAPs identify and facilitate initiatives for whole school practice to evolve and further improve.</p> | <p>SLT observations along with external Trust reviews demonstrated that there were inconsistencies amongst practices in teaching and learning.</p> <p>Progress and attainment of PP children takes to end of KS2 to properly “close” and more accountability must happen with KS2.</p> | <p>PM whole school targets set for every teacher to raise attainment and progress outcomes within KS2 years taught.</p> <p>Regular monitoring scheduled through SLT and CLT RAPs in Maths and English; evidence of monitoring reports to staff.</p> <p>Out of school collaboration to be investigated for our teachers to extend this with other professionals in Maths.</p> <p>Interim and final PM review meetings.</p> | <p>JS<br/>JR<br/>SS<br/>Teachers</p> | <p>PM objectives set Term 1, mid-point review Term 4, final review Term 6.</p> <p>PPM meetings termly following assessment points in year.</p> | <p>EFFECTIVE - Up to the point of school closure with Covid-19 pandemic, monitoring showed on track to improve attainment and progress though the new initiatives planned in the Maths and English teaching and learning school processes.</p> |                     |             |

**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? | End of year RAG rating<br><i>Impact measure &amp; outcome</i> |                     |             |
|-----------------|------------------------|---|---|------------|--------------------------------------|---|---------------------|-------------|
|                 |                        |   |   |            |                                      | EFFECTIVE   | PARTIALLY EFFECTIVE | INEFFECTIVE |

|                 |  |   |  |                                   |  |  |
|-----------------|--|---|--|-----------------------------------|--|--|
| <p><b>A</b></p> | <p>Increased TA hours to enable afternoon learning support/catch-up/consolidation/pre-teaching of pupils.</p> <p>Discrete catch-up programmes to support identified needs.</p> | <p>Progress and attainment of all children, including PP (at end of KS2) to properly “close” and more accountability must happen within the whole of KS2.</p> | <p>Regular monitoring scheduled through SLT and CLT RAPs in Maths and English; evidence of monitoring reports to staff.</p> <p>Pupils Progress Meetings.</p> <p>Interim and final PM review meetings.</p> <p>TA/Teacher led catch-up and booster identified and timetabled in afternoons; Catch-up programmes (Nessy, Read, Write,</p> |                                   |  | <p>EFFECTIVE - Up to the point of school closure with Covid-19 pandemic, TAs or teachers were able to demonstrate effective support/catch-up/consolidation/pre-teaching of pupils.</p>   |
| <p><b>B</b></p> | <p>Thrive and Nurture Social Groups &amp; Self-Esteem Groups</p>   | <p>Supporting the SEMH needs of pupils (a growing need in our school) through either 1:1/2:1/small group</p>  | <p>Social skills development and understanding social situations and interactions with others</p> <p>Self-esteem and self-confidence boosting</p> <p>The Quiet Room x4 days a week</p>   | <p>SENCO Thrive practitioners</p> | <p>At scheduled THRIVE review intervals.</p> | <p>EFFECTIVE - Up to the point of school closure with Covid-19 pandemic. During the lockdown, Zoom and telephone calls to support the SEMH needs of pupils and families identified and weekly/fortnightly system put in place with reporting and monitoring.</p> |

**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? | End of year RAG rating<br><i>Impact measure &amp; outcome</i>  |                     |             |
|-----------------|---|---|---|---------------------------------------|--------------------------------------|--|---------------------|-------------|
|                 |   |   |   |                                       |                                      | EFFECTIVE  | PARTIALLY EFFECTIVE | INEFFECTIVE |
| <p><b>C</b></p> | <p>Increased opportunities for children reading in school; increased opportunities for children reading individually in school.</p> <p>Data tracking in reading across the school and recognition</p> | <p>Dip in attainment at end of 2019 KS2 outcomes in Reading; concerning progress trends.</p> <p>English Leadership Team’s monitoring evidencing need to review and refine school Reading practices.</p> | <p>Timetabled sessions for reading practise and for identified interventions.</p> | <p>All teachers<br/>JR, LF<br/>JS</p> | <p>Termly</p>                        | <p>EFFECTIVE - Up to the point of school closure with Covid-19 pandemic.</p> <p>End of KS2 outcomes would have been much improved and tracking of data and teacher assessments can prove this. See the following teacher assessed 2020 outcome assessment judgements based on tracking of pupil assessments:</p> |                     |             |

|          | of diminishing engagement with reading. |   |   |           |        | <table border="1"> <thead> <tr> <th rowspan="2">2020</th> <th colspan="2">EXS +</th> <th colspan="2">GDS</th> </tr> <tr> <th>CJS</th> <th>2019 NA</th> <th>CJS</th> <th>2019 NA</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>85%</td> <td>73%</td> <td>48%</td> <td>27%</td> </tr> <tr> <td>Maths</td> <td>87%</td> <td>79%</td> <td>14%</td> <td>27%</td> </tr> <tr> <td>SPAG</td> <td>83%</td> <td>78%</td> <td>40%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>85%</td> <td>78%</td> <td>18%</td> <td>20%</td> </tr> <tr> <td>RWM</td> <td>78-82%</td> <td>65%</td> <td>8-10%</td> <td>11%</td> </tr> </tbody> </table> | 2020 | EXS + |  | GDS |  | CJS | 2019 NA | CJS | 2019 NA | Reading | 85% | 73% | 48% | 27% | Maths | 87% | 79% | 14% | 27% | SPAG | 83% | 78% | 40% | 36% | Writing | 85% | 78% | 18% | 20% | RWM | 78-82% | 65% | 8-10% | 11% |
|----------|---|---|---|-----------|--------|---|------|-------|--|-----|--|-----|---------|-----|---------|---------|-----|-----|-----|-----|-------|-----|-----|-----|-----|------|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|--------|-----|-------|-----|
| 2020     | EXS +                                   |   | GDS   |           |        |   |      |       |  |     |  |     |         |     |         |         |     |     |     |     |       |     |     |     |     |      |     |     |     |     |         |     |     |     |     |     |        |     |       |     |
|          | CJS                                     | 2019 NA   | CJS   | 2019 NA   |        |   |      |       |  |     |  |     |         |     |         |         |     |     |     |     |       |     |     |     |     |      |     |     |     |     |         |     |     |     |     |     |        |     |       |     |
| Reading  | 85%                                     | 73%   | 48%   | 27%       |        |   |      |       |  |     |  |     |         |     |         |         |     |     |     |     |       |     |     |     |     |      |     |     |     |     |         |     |     |     |     |     |        |     |       |     |
| Maths    | 87%                                     | 79%   | 14%   | 27%       |        |   |      |       |  |     |  |     |         |     |         |         |     |     |     |     |       |     |     |     |     |      |     |     |     |     |         |     |     |     |     |     |        |     |       |     |
| SPAG     | 83%                                     | 78%   | 40%   | 36%       |        |   |      |       |  |     |  |     |         |     |         |         |     |     |     |     |       |     |     |     |     |      |     |     |     |     |         |     |     |     |     |     |        |     |       |     |
| Writing  | 85%                                     | 78%   | 18%   | 20%       |        |   |      |       |  |     |  |     |         |     |         |         |     |     |     |     |       |     |     |     |     |      |     |     |     |     |         |     |     |     |     |     |        |     |       |     |
| RWM      | 78-82%                                  | 65%   | 8-10%   | 11%       |        |   |      |       |  |     |  |     |         |     |         |         |     |     |     |     |       |     |     |     |     |      |     |     |     |     |         |     |     |     |     |     |        |     |       |     |
| <b>D</b> | Enrichment (extra-curricular)           | Boosts self-esteem, well-being and gives wider opportunities. | Offered to all PP families if deemed eligible or appropriate. | Jo Savory | Termly | Not able to assess due to Covid-19 school closure for Term 4 and 5 and then limitations for eligible return of Y6 and keyworker children.   |      |       |  |     |  |     |         |     |         |         |     |     |     |     |       |     |     |     |     |      |     |     |     |     |         |     |     |     |     |     |        |     |       |     |