



2019- 2020 Pupil Premium Strategy

1. Summary information					
School	Chandag Junior School				
Academic Year	2020-21	Total PP budget	£2345 per PP+ child £1345 per PP pupil £310 per Services child TOTAL £42,625	Date of most recent PP Review	September 2020
Total number of pupils	249	Number of pupils eligible for PP	3 PP+ 26 PP 2 PP Services children Total 31 pupils	Date for next internal review of this strategy	January 2021

2. Rationale	
<ul style="list-style-type: none"> In order to address the challenge of 'diminishing differences' for socially disadvantaged pupils the school will publish on www.chandagjuniorschool.org.uk information specifying how we have used the Pupil Premium Grant to close the attainment gap. It will also explain how the Pupil Premium Plus grant will be used. For further detail of the PPG+ see appendix. 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. It is also used for targeting children who may need social and emotional support. We base our spending on current research. Please see The Education Endowment Foundation's (2019) https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/ and https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-July-2018.pdf. This document evaluates a range of strategies that can be employed to 'remove the barriers to learning', raise attainment and improve progress and assesses their cost effectiveness. We allocate the Pupil Premium funding to support any pupil or groups of pupils the school identifies as needing help either academically or through enrichment. This means that children who are not PP eligible may benefit from early intervention. Pupil premium funding is allocated following a needs analysis which will identify priority year groups or individual children. Limited resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. 	

3. Attainment at end of key stage 2020 (Y6) Owing to Covid-19 SATs were not taken. Attainment given below is based on Teacher assessment.

	All pupils	National Average	Pupils eligible for PP 4%	Pupils not eligible for PP 96%
% predicted in reading, writing and maths	Between 78% and 82%.	No KS2 SATs for 2020	67%	85%
Making the expected standard in reading	85%	No KS2 SATs for 2020	67%	90%
Making the expected standard in writing	85%	No KS2 SATs for 2020	67%	88%
Making the expected standard in maths	87%	No KS2 SATs for 2020	67%	92%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Differences in attainment and progress for PP children are evident in Maths, Reading and Writing for PP pupils especially those with SEN
B.	Pupils being 'ready to learn' in class (pupils being in a secure place mentally/emotionally). Attachment difficulties and external factors that impact on their learning
C.	Covid-19 has meant that some children may not have attended school for five and half months. They may have also had reduced access to blended learning at home and so we need to ensure both well-being and the gaps in learning that may have arisen.

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

D.	Regular Home reading support and engagement is not evident for certain children therefore affecting standards in English attainment and progress.
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2. Desired outcomes

	Desired outcomes	Strategy and how they will be measured	<i>Impact measure & outcome RAG; R=not achieved, A=partially achieved, G=fully achieved)</i> Interim review in February 2021	
A.	Children to make progress in reading and phonics in targeted groups. This will increase confidence and improve life chances	Strategy: <ul style="list-style-type: none"> ARC reading intervention with a specialist teacher. Intensive support starting with Year 4 cohort. X3 sessions per week Fresh Start for a targeted Year 4 group x5 mornings 		

		<p>Measure:</p> <ul style="list-style-type: none"> • PM Benchmarking used a baseline and then assessed after 10 weeks • Staff confident in their teaching of phonics and early reading support 		
B.	Pupils will feel emotionally prepared for the school day by improving their resilience and confidence. Enabling them to succeed and make progress with their learning	<p>Strategy:</p> <ul style="list-style-type: none"> • Thrive profiles will be written and directed adult time will be allocated to work on areas of need. <p>Measure: Baseline scores will be redone.</p>		
C.	Pupils will safe and happy returning to school – learning gaps will be identified swiftly and emotional worries can be supported	<p>Strategy:</p> <ul style="list-style-type: none"> • Whole class Thrive profiles to be created to inform teacher strategies when supporting social and emotional barriers to learning • Forest School <p>Measure: Review class profile after three months and write new action plan.</p>		
D.	Children to be independent confident readers – development of vocabulary and enjoyment of words	<p>Strategy:</p> <ul style="list-style-type: none"> • Introduce whole class shared reading that builds on the good practise of guided reading. Reading practises shared with home. • Introduce online reading records using Seesaw. • Word Aware training to be cascaded to staff re <p>Measure: Children’s attainment reflects a deeper understanding of inference questions and authorial intent (NFER reading assessment data/Insight tracking)</p>		

3. Planned expenditure

Academic year

2020-2021

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 <i>Impact measure & outcome</i>		
						EFFECTIVE	PARTIALLY EFFECTIVE	INEFFECTIVE
<p>All above desired outcomes to be influenced</p>	<p>High Quality Teaching further embedded moving to outstanding in English and all other subjects.</p> <p>Pupils to be aware of their own learning and how to best approach different tasks.</p> <p>Clear Performance Management (PM) objectives linked to above and PP progress and attainment.</p>	<p>Rapid changes brought in last year to be fully embedded and secured in school teaching and learning practices.</p> <p>Meta-cognition and self-regulation provide pupils with +8 months progress</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>Staff training on ‘Growth Mindset’</p> <p>Interim and final PM review meetings.</p>	<p>JS KE JR SS Teachers</p>	<p>First data drop end of Oct 2020 – PPMs to follow this.</p> <p>PPM meetings termly following assessment points in year.</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 <i>Impact measure & outcome</i>		
						EFFECTIVE	PARTIALLY EFFECTIVE	INEFFECTIVE
A	<p>Reading Recovery programme established to target those children who did not achieve KS1 ARE. The attainment gap remains and so intensive teaching of reading has been implemented</p> <p>Phonics training for whole school staff – Read, Write Inc is the chosen phonics intervention so that teachers can revisit phonics daily and TAs</p>	<p>Progress and attainment of PP children who also have SEN is apparent and so intervention by Sarah Alexander – specialist teacher – will be used. Reading ages after being supported by Mrs Alexander are quickly narrowed. She has 100% success rate.</p> <p>Staff are confident with their phonics knowledge and can deliver effective lessons</p>	<p>PM benchmarking at start of intervention and children timetables for x3 weekly sessions.</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 (Read, Write, Inc., Reading sessions for fluency – small group/1:1)</p>	<p>KE JS JR</p>				
B	<p>Thrive is a holistic programme that recognises the importance of neuro development and the impact of not having basic needs met. Strategies are employed to support the pupils to help redress the balance</p> <p>Social skills and confidence booster</p>	<p>Supporting the SEMH needs of pupils through whole class Thrive profiles, 1:1 or small group.</p> <p>EEF report that social and emotional learning interventions provide +4 months impact and behaviour interventions +3 months impact. The aim is to provide children with increased confidence and self-esteem. This improves their ability to access the curriculum and develop holistically.</p>	<p>Class Thrive profiles to be completed and reviewed x3 year.</p> <p>Individual profiles to be created when specific children demonstrate a lack of confidence or resilience.</p>	<p>KE CS JS</p>	At scheduled THRIVE review intervals.			
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 <i>Impact measure & outcome</i>		
						EFFECTIVE	PARTIALLY EFFECTIVE	INEFFECTIVE

<p>C</p>	<p>Well-being survey of pupils and staff – results of which will create groups for specific support</p> <p>Forest School has already been established and will continue to be part of all children’s learning</p>	<p>In order to be ready to learn children must be emotionally ready. The EEF reports that emotional learning interventions provide +4 months impact. Behaviour interventions +3 months.</p> <p>EEF also report that outdoor adventure learning provides +4 months impact</p>	<p>Timetabled sessions with CS to work on developing resilience and confidence.</p> <p>CBT sessions for more specific needs.</p> <p>Forest School timetabled on a weekly rota.</p>	<p>KE CS</p> <p>HM</p>	<p>Termly</p>	
<p>D</p>	<p>Parental engagement with reading</p>	<p>Boosts self-esteem, well-being and gives wider opportunities.</p>	<p>Support families where technology may not be so readily available at home.</p>	<p>JS</p>	<p>Termly</p>	

For further information

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>