



## 2020- 2021 Pupil Premium Strategy

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

2. Rationale	
<ul style="list-style-type: none"> <li>• In order to address the challenge of <b>'diminishing differences'</b> for socially disadvantaged pupils the school will publish on <a href="http://www.chandagjuniorschool.org.uk">www.chandagjuniorschool.org.uk</a> information specifying how we have used the Pupil Premium Grant to close the attainment gap.</li> <li>• It will also explain how the <b>Pupil Premium Plus</b> grant will be used. For further detail of the PPG+ see appendix.</li> <li>• <b>All activities funded by the pupil premium grants are aimed at every area of the children's development</b>, 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.</li> <li>• We base our spending on current research. Please see The Education Endowment Foundation's (2019) <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/">https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</a> and <a href="https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-July-2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-July-2018.pdf</a>. 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	

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

1. Barriers to future attainment (for pupils eligible for PP, including high ability)				
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )				
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 are addressed.			
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )				
D.	Regular Home reading support and engagement is not evident for certain children therefore 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 RAG; R=not achieved, A=partially achieved, G=fully achieved)</i> <b>Interim review in March 2021</b>	
A.	Children to make progress in reading, phonics and maths in targeted groups. This will increase confidence and improve life chances	<b>Strategy:</b> <ul style="list-style-type: none"> <li>ARC reading intervention with a specialist teacher. Intensive support starting with Year 4 cohort. X3 sessions per week</li> <li>Fresh Start for a targeted Year 4 group x5 mornings</li> </ul>	Sarah Alexander is running interventions for 10 week blocks which are very successful. Progress for all children is good. Some	

		<p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>PM Benchmarking used a baseline and then assessed after 10 weeks</li> <li>Staff confident in their teaching of phonics and early reading support</li> </ul>	<p>have been outstanding. See separate table in appendix</p> <p>WHOLE school training in Read Write Inc has been completed and staff are aware of the stages that this process follows. Support staff are implementing and teaching RW inc and Fresh Start.</p>	
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><b>Strategy:</b></p> <ul style="list-style-type: none"> <li><b>Thrive</b> profiles will be written and directed adult time will be allocated to work on areas of need.</li> </ul> <p><b>Measure:</b> Baseline scores will be redone.</p>	Pupils are receiving 1:1 Thrive time with either CS or KE.	
C.	Pupils will safe and happy returning to school – learning gaps will be identified swiftly and emotional worries can be supported	<p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>Whole class Thrive profiles to be created to inform teacher strategies when supporting social and emotional barriers to learning</li> <li>Forest School</li> </ul> <p><b>Measure:</b> Review class profile after three months and write new action plan.</p>	Class profiles completed and additional individual profiles created for class teachers to structure their thinking for particular pupils. Children have settled back to school well despite being part of a second national lockdown that has affected their learning.	
D.	Children to be independent confident readers – development of vocabulary and enjoyment of words	<p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>Introduce whole class shared reading that builds on the good practise of guided reading. Reading practises shared with home.</li> <li>Introduce online reading records using Seesaw.</li> <li>Word Aware training to be cascaded to staff re</li> </ul> <p><b>Measure:</b> Children’s attainment reflects a deeper understanding of inference questions and authorial intent (NFER reading assessment data/Insight tracking)</p>	Reading remains a focus and we have recently introduced the Better Reading Partners intervention to raise the fluency of readers. Support staff undertook training and have begun supporting individuals. We need to finish a ten week block to comment on progress	

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 &amp; outcome</i>		
						EFFECTIVE	PARTIALLY EFFECTIVE	INEFFECTIVE
<b>All above desired outcomes to be influenced</b>	<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>Reading highlighted in previous OfSTED (2012) as requiring improvement especially higher-order thinking skills</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>Whole school training in Better Reading Partners (BRP) and 10 week blocks of intervention.</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>	<p><b>March 2021</b> Staff have received growth mindset training and are implementing the language of growth mindset</p>		
<b>Expenditure</b>						<b>Staff training on Growth Mindset Free</b>		
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		End of year RAG rating <i>Impact measure &amp; outcome</i>		

					When will you review implementation?	EFFECTIVE	PARTIALLY EFFECTIVE	INEFFECTIVE
<b>A</b>	<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 can deliver timely and effective intervention</p> <p>Maths booster for children who have low prior attainment in maths</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>Numbersense to be purchased as an intervention to ‘close the gap’ with basic number understanding.</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>Expansion of our reading scheme to support those children who still require books targeted for e reading age.</p> <p>Teacher and support staff assess and monitor using Numbersense</p>	<p>KE JS JR All staff</p>	<p>Ongoing assessment data is shared back to SLT</p>	<p><b>March 2021</b> ARC intervention is highly effective please see appendix for mid-year data</p> <p>Read Write Inc training completed and intervention in Year 3 begun. Fresh Start in Year 4 has also started.</p>		
<b>Expenditure</b>						ARC annual cost		£12,500
						Numbersense		£200
						New books		£1500
						<b>Total</b>		<b>£14,200</b>

<b>B</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>	<p>At scheduled THRIVE review intervals.</p>	<p><b>March 2021</b> Individual profiles demonstrate progress and class profiles allow staff to target children' individual needs as well as whole class.</p>	
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<b>Expenditure</b>						License and CPD	£1360
						Practitioner costs	£14,650
						<b>Total</b>	<b>£16, 010</b>

**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 &amp; outcome</i>		
						EFFECTIVE	PARTIALLY EFFECTIVE	INEFFECTIVE
<b>C</b>	<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>Enrichment trips for Year 6 (Covid dependent)</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>Exit questionnaire from Year 6 pupils</p>	<p>KE CS</p> <p>HM</p>	<p>Termly</p>	<p>In <b>January 2021</b> we entered a further national lockdown. Children were provided with a home learning experience. CJS kept an up-to-date monitoring cycle of families both vulnerable and those who needed assistance who had not been previously identified. We responded to children coming back to school with</p>		

						another well-being survey to support individuals where necessary and did a whole school project for the first two weeks back on <b>March 8 2021.</b>  Forest School has been on hiatus.	
<b>Expenditure</b>						Leadership time	£1000
						Thrive support	£6225
						Trips	£1190
						<b>Total</b>	<b>£8415</b>
<b>D</b>	Parental engagement with reading  Speech and language therapy support	Boosts self-esteem, well-being and gives wider opportunities.  Early identification of pupils who struggle with phonological understanding which impacts their reading ability	Support families where technology may not be so readily available at home.  Speech and language therapist to track targets and reassess pupils. Memory intervention entry and exit data	JS  KE/RH and support staff	Termly  Ongoing weekly	March 2021 Online reading records were established to track children's reading at home this was because books were not allowed to go between school and home owing to Covid transmission. This system allowed SLT to monitor engagement and discuss with specific families when children weren't being heard.	
<b>Expenditure</b>						SLIP annual cost	£3000
						English Leadership time	£1000
						<b>Total</b>	<b>£4000</b>

**For further information**

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

Data from ARC intervention (10 weeks) Term1+2

Pupil	Chronological age at start	BAS age entry	BAS age exit	+BAS progress gain	Benchmark reading level entry	Benchmark exit level	+Level gain	2014 phonic initial assessment entry /40	2014 Phonic assessment exit /40	RAG
A	9:1	5:10	6:10	+1 year	14	20	+6	7	37	
B	9:0	6:7	7:10	+1y 3m	21	27	+6	26	39	
C	8:1	5:10	6:4	+6m	10	14	+4	8	2	
D	8:1	6:4	6:10	+6m	20	25	+5	24	29	
E	8:0	4:10	5:7	+9m	1	4	+3	0	7	
F	8:5	6:4	7:7	+1y 3m	22	28	+6	18	3	
G	8:2	7:1	7:10	+9m	24	28	+4	26	39	

BAS = British Abilities Scale measures cognitive ability

Pupil	Chronological age at start	BAS age entry	BAS age exit	+BAS progress gain	Benchmark reading level entry	Benchmark exit level	+Level gain	2014 phonic initial assessment entry /40	2014 Phonic assessment exit /40	RAG
H	9:5	6:4	7:1	+9m	20	23	+3	27	38	
I	8:5	6:1	6:10	+9m	14	20	+6	27	33	
J	8:3	6:10	8:3	+1y 5m	18	27	+9	32	40	
K	8:3	6:4	7:1	+9m	17	23	+6	36	39	
L	8:3	6:1	6:4	+3m	5	16	+11	17	22	
M	8:4	5:10	6:7	+9m	7	17	+10	6	22	
N	7:11	7:4	8:3	+11m	22	28	+6	31	38	