# Pupil premium strategy statement

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| 1. **Summary information** | | | | | |
| **School** | Nevill Road Junior School | | | | |
| **Academic Year** | 2020 - 2021 | **Total PP budget** | £89,045 | **Date of most recent PP Review** | **29.7.21** |
| **Total number of pupils** | 329 | **Number of pupils eligible for PP** | 62 | **Date for next internal review of this strategy** | **March 2021** |

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| 1. **Current attainment** | | | | | |
| Please note that data is based upon end of year teacher assessments. National data is to be treated with caution as this does not represent all schools. | | | *Pupils eligible for PP (your school)* | | *Pupils eligible for PP (national average)* |
| **% achieving the expected standard in reading, writing and mathematics** | | | **35.7%** | | **47.6% / 5.3%** |
| **average progress score in reading (or equivalent)** | | | **-0.49** | | **-1.12** |
| **average progress score in writing (or equivalent)** | | | **-0.5** | | **-0.92** |
| **average progress score in maths (or equivalent)** | | | **-4.13** | | **-1.22** |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral languages)* | | | | | |
|  | | To devise a comprehensive and measurable catch up programme for those children who have gaps in learning due to Covid 19. | | | |
|  | | Children’s mental health and wellbeing needs are met appropriately.  outcpmes. | | | |
| **C.** | | Families are supported to access home learning and appropriate resources to help their child at home. | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | | Attendance and punctuality of pupil premium children. | | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | | **Success criteria** | |
|  | Staff identify gaps in learning through a diagnostic approach in line with the EEF materials.  Catch up programmes are put in place based upon the gaps in learning identified and strategies that have been out forwards by staff to address needs.  Progress is measurable and clear impact upon progress is evidenced.  Additional staff employed to deliver catch up programme. | | | Children’s learning is in line with national expectations for their age and prior learning outcomes (e.g. KS1) | |
|  | Children who are presenting with mental health concerns are identified as soon as possible and referred to the school’s learning mentor.  A package of support is put in place for each child including 1:1 check ins, small group work and nurture groups.  Whole school approach to addressing mental health needs in line with the Mentally Healthy Schools training / resources e.g. additional outdoor sessions, mindfulness, restorative approaches, PSHE and RSE.  External agencies e.g. BSS, HYMS are involved to support further needs that cannot be addressed in school.  School Age Plus worker continues to support families with high need. | | | Children’s mental health is high profile across the school and staff are aware of how to identify and support children appropriately. Children feel safe and happy in school. | |
|  | Regular contact is maintained with families to support them in the use of google classroom, should their child / children need to access this.  Additional resources e.g. learning packs are accessible if needed.  Technology is made available to families where possible. | | | Children will be able to access home learning resources and engage in learning should they need to self-isolate. This will ensure that learning is not lost. | |
|  | To continue to improve attendance and punctuality of pupil premium children.  Work with families to support children attending school after lock down and anxieties they may have around this.  Work with the EWO to ensure that systems and policies are in place should persistent absence become an issue. | | | Persistent absence figure for pupil premium will have decreased and attendance improved and gap between pupil premium and non- pupil premium children has been closed. | |

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| 1. **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 | | | | | |
| 1. Accurate assessment of pupil premium children, gap analysis of data to identify clear targets and next steps in learning. | | | | | |
| **Desired outcome** | **Chosen action / approach** | | How will you ensure it is implemented well? | **Staff lead** | **When will you review implementation?** |
| A To devise a comprehensive and measurable catch up programme for those children who have gaps in learning due to Covid 19. | Staff identify gaps in learning through a diagnostic approach in line with the EEF materials.  Catch up programmes are put in place based upon the gaps in learning identified and strategies that have been out forwards by staff to address needs.  Progress is measurable and clear impact upon progress is evidenced.  Additional staff employed to deliver catch up programme. | | Gaps in learning have been identified and the curriculum has been adapted as necessary e.g. NCETM maths resources. Benchmarking reading assessments  1:1 reading sessions have been delivered by level 3 TAs in reading (7 children) – Autumn data showed that impact was positive but collecting evidence has been difficult due to lockdown 3.  Y6 reading booster sessions were implemented during the Autumn Term and data showed that all children made progress. (4 children)  Lexia has been purchased (19 children) to begin after Easter.  Same day intervention sessions for maths have been set up for after Easter. An additional teacher has been employed to deliver maths catch up sessions in Y5 and Y6.  Staff have attended maths intervention training. The National Tutoring programme is to start in May. (15 children have been identified)  LSS support is also offered currently to 4 children. |  | Interventions to be reviewed half termly and impact measured where possible. e.g. teacher assessments, benchmarking reading assessments, pre and post assessments.  IMPACT:  KS2 data shows that in reading and writing progress / attainment scores are above National average, maths is below.  Children WGD are below national average.  NTP data (maths) shows that 11 / 12 children made progress.  Y5 catch up data (maths) shows that 4/5 children made progress  Y3 catch up data (maths) shows that 8/9 children made progress.  Lexia data shows that ALL children moved at least 1 colour band book in 6 weeks. |
| **Total budgeted cost** | | | | | £48,961 |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| B Children’s mental health and wellbeing needs are met appropriately. | Children who are presenting with mental health concerns are identified as soon as possible and referred to the school’s learning mentor.  A package of support is put in place for each child including 1:1 check ins, small group work and nurture groups.  Whole school approach to addressing mental health needs in line with the Mentally Healthy Schools training / resources e.g. additional outdoor sessions, mindfulness, restorative approaches, PSHE and RSE.  External agencies e.g. BSS, HYMS are involved to support further needs that cannot be addressed in school.  School Age Plus worker continues to support families with high need | | Children are identified by staff and referrals made to the LM. This is monitored with class teacher and check in scores are recorded. Weekly phone calls were made to children at home during lock down.  Nurture groups have been started in Y3 –  Mental Health Sports Ambassador has delivered a whole school assembly and additional sessions to all children in Y5.  Attachment training has been delivered to staff and some have recently attended bereavement training.  Weekly safeguarding meetings to identify families that may need Early Help.  TAC meetings take place every 6 weeks.  Half termly TAS meetings to identify children / families in need. |  | April - LM to review which children are receiving 1:1 support and the impact this has had on them settling back in to school.  Small groups to be identified to start after Easter.  Half termly TAS meetings.  TAC meetings identify next steps.  IMPACT – Children have settled well back in to school. Nurture groups have taken place including gardening club. 1 child remains on a part time timetable.  External agencies have worked with the school to support children including BSS, S&L, Primary Jigsaw, Ed Pshyc, Inclusion, sensory support, EWO. |
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| **Total budgeted cost** | | | | | £12, 078 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| C Families are supported to access home learning and appropriate resources to help their child at home. | Regular contact is maintained with families to support them in the use of google classroom, should their child / children need to access this.  Additional resources e.g. learning packs are accessible if needed.  Technology is made available to families where possible. | | A questionnaire was sent out Jan 2021 to parents. Feedback was very positive and minor adjustments were made as a result.  A blend of live and pre-recorded lessons were provided. Regular feedback sessions were available for all children including 3 live sessions a day.  On line attendance is monitored daily and families are contacted after 3 days if a child is not ‘visible’ - a follow up NOC is written by the class teacher if contact cannot be made. This is followed up by SLT.  Weekly phone calls have been made during lockdown 3 to support families to access home learning.  iPads were loaned to families and places offered for key worker / vulnerable families. (30 PP children attended school on a full time or part time basis) Places were offered to some families but declined.  Paper packs were available for all families if required, home visits were made and packs delivered to houses if needed. | JC / LJ | January 2021 due to lockdown 3.  In the event of a bubble being sent home a parent questionnaire has been sent out each time. Adjustments are made to the provision due to feedback, where appropriate.  IMPACT: registers show that the vast majority of children accessed google classroom. Paper packs and additional devices were sent to all families where needed. |
| D Attendance and punctuality of pupil premium children. | To continue to improve attendance and punctuality of pupil premium children.  Work with families to support children attending school after lock down and anxieties they may have around this.  Work with the EWO to ensure that systems and policies are in place should persistent absence become an issue. | | See above for procedures during lockdown 3.  Families were contacted in advance of returning to school and plans were out in pace to support children if needed.  1 child currently attends on a part time basis with the number of sessions increasing weekly.  Half termly meetings take place to monitor attendance and actions put in place as needed.  e.g. to monitor, phone call to families, letter 1, 2 etc in line with the EWO attendance policy. |  | Half termly meetings and data captures identify families that may need additional support.  IMPACT:  Snapshot in Term 3 2021  Overall Attendance 96.5%  Pupil Premium 93.6%  Non-Pupil Premium 97.3% |
| **Total budgeted cost** | | | | | £28, 006 |