

# Pupil Premium Strategy Statement 2020-21

## 1. Summary information

<b>School</b>	Maidenbower Junior School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget (April 2020 – 2021)</b>	£107453	<b>Date of most recent PP Review</b>	September 2020
<b>Total number of pupils</b>	598	<b>Number of pupils eligible for PP</b>	66 (as of Sept 2020)	<b>Date for next internal review of this strategy</b>	July 2021
<b>Pupil premium lead</b>	Kerry Negus	<b>Governor lead</b>	Hayley Matthews		

## 2. Current attainment – KS2 SATs 2019 – (2020 Yr 6 Spring data in italics – no further data because of COVID-19)

	All PP		Progress score	Non-SEND PP		Non PP		National - All
% achieving in R,W,M	<b>32%</b>	<i>44%</i>		<b>64%</b>	<i>60%</i>	%	<i>84%</i>	<b>65%</b>
% achieving in Reading	<b>46%</b>	<i>57%</i>	<b>-1.7</b>	<b>73%</b>	<i>80%</i>	%	<i>90%</i>	<b>73%</b>
% achieving in Writing	<b>59%</b>	<i>57%</i>	<b>-1.9</b>	%	<i>80%</i>	%	<i>88%</i>	<b>78%</b>
% achieving in Maths	<b>82%</b>	<i>50%</i>	<b>1</b>	%	<i>70%</i>	%	<i>90%</i>	<b>79%</b>

## 3. 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*)

<b>A.</b>	Identified pupils have a reduced ability to use precise and accurate language – poor language skills
<b>B.</b>	Identified pupils have specific gaps within their basic skills – mathematics, reading and writing
<b>C.</b>	Need for accelerated progress (all levels of ability), particularly in the light of COVID. Some disadvantaged children have not accessed home learning, despite ongoing phone calls and support from school and the provision of printed packs and laptops
<b>D.</b>	Increasing mental health, emotional and social problems (pastoral needs), including parents of disadvantaged children

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

<b>E.</b>	Lack of 'wider experience' of the world / curriculum
<b>F.</b>	Low attendance of identified pupils
<b>G.</b>	Increasing amount and challenge to safeguarding and child protection concerns

## 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved language skills for all pupils, specifically with a focus on increased use of vocabulary and exposure of a broader range of vocabulary.	VIPERS lesson undertaken across whole school on weekly basis. Children exposed to a broader diet of vocabulary in class linked to topic and subject specific vocabulary.
<b>B.</b>	Improved basic skills in mathematics, specifically with a focus on raising attainment in number, reading fluency and comprehension.	Accelerated progress in mathematics, measured through standardized testing, CLIC assessments. Accelerated progress in reading, measured through standardised testing, accelerated reader scores, benchmarking. VIPERS lessons undertaken across whole school.
<b>C.</b>	100% of PP children will meet their progress targets. All non-SEN PP children in the school will meet Age Related Expectations (ARE).	Accelerated progress and raised attainment in RWM across the school measured through teacher assessment, NTS reading and maths tests, White Rose assessments in maths and other recognised standardised data collected in school.
<b>D.</b>	Pastoral and behaviour needs are met. Supportive working with children and their families will reduce and remove barriers to learning. Good, positive relationships with children and families will support better attendance and punctuality, the ability to access early help and greater parental involvement with their child's learning.	Children and families accessing in school support will meet their given targets. Positive relationships between teacher and pupil and teacher and parents are formed and maintained. Therapeutic behaviour approach implemented with more effective management of behaviour identified. Less incidents recorded on CPOMs.
<b>E.</b>	Pupils have access to life-enriching activities, including clubs, trips and visits.	Attendance of PP children at after school clubs and activities improves with greater take up, including residentials, trips and school holiday activities.
<b>F.</b>	Improved attendance across the whole school.	Attendance of PP children will improve to 95% attendance with more families able to achieve this year on year.

## 5. 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?
Accelerated progress and attainment in Reading, Writing and Maths	<p>Maths focus on use of concrete resources, AfL and the use of discussions, with specific focus on mathematical vocabulary and inclusion of STEM sentences to accelerate progress.</p> <p>In English, more focus on speaking and listening skills and children doing more extended writing which connect to main topic and key topic text.</p>	<p>Challenge for all pupils is critical to accelerate progress, linked with high expectations for all. It is vital that this quality first teaching is at the heart of everything we do. All research sources have cited quality first teaching as having the most significant impact on progress and attainment.</p> <p>Last teacher assessment data show lower levels of attainment than previous cohorts, particularly due to Covid-19 pandemic and lockdown.</p>	<p>Monitoring of planning and books using the WWW and EBI model.</p> <p>We have an ongoing commitment to CPD to ensure Quality First Teaching is received by all children. CPD programme is based around pedagogy and equipping teachers with the skills and knowledge they need to implement the teaching and learning approach we are taking.</p> <p>Pupil progress meetings with deputy and SENDCo termly following data capture points to monitor and track progress.</p>	<p>SLT/Subject leads</p> <p>SLT/Subject leads</p> <p>SLT/SENDCo</p>	<p>Dec '20, April '21 &amp; July '21</p>
Improved language skills for all pupils, specifically with a focus on increased use of vocabulary and broader range of vocabulary.	<p>Introduction of weekly VIPERS session for reading, along with Accelerated reading programme.</p> <p>Key topic vocabulary shared and displayed in classroom to support learning. Working walls in English and maths display vocab/success criteria and STEM sentences.</p> <p>Class TAs to introduce key vocab with some pre-teaching to lessons.</p>		<p>Accelerated reader programme utilized by all staff members and with all children accessing in school and at home, completing quizzes and improving scores.</p> <p>Learning walks across school show relevant topic displays, along with updated maths and English working walls.</p>	<p>Subject lead/</p> <p>SLT/Subject leads</p>	<p>Termly monitoring</p>

<p>Accelerated progress and attainment in Reading, Writing and Maths through development of wider curriculum, including a new PSHE programme – Jigsaw.</p>	<p>Quality CPD and coaching for all staff through the implementation of Jigsaw programme.</p>	<p>The research behind the new Ofsted Inspection Document points clearly to the need to engage children in learning and the importance of delivering quality CPD.</p> <p>Clearer direction needed for all staff with regards to the whole school's PSHE programme with Sept 2021 being the government deadline for a statutory programme being in place.</p>	<p>Planned quality CPD and time and support for teachers to plan and share ideas to ensure sound subject knowledge and pedagogy.</p> <p>TLCs (Teaching Learning Communities) to regularly take place within year groups.</p> <p>Core group meetings – writing bods, maths champs and reading worms.</p> <p>Values team to meet to discuss success and impact.</p>	<p>SLT/Subject leads</p> <p>Year leads</p> <p>Subject leads</p>	<p>Spring and summer term</p>
<b>Total budgeted cost</b>					£20361

ii. Targeted support – based on research from EEF Toolkit

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead / cost	When will you review implementation?
<p>Raised attainment in reading.</p> <p>Raised attainment in writing</p> <p>Raised attainment in maths.</p> <p>Pastoral needs are identified and met which reduces the impact on learning progress.</p>	<p>LSA to roll out NESSY reading intervention/programme introduced and used to support those children not accessing accelerated reader.</p> <p>Read, Write, Inc. intervention undertaken by year group TAs in lower school to ensure phonic sounds are learnt and word recognition improves.</p> <p>Year group TAs to listen to individuals read on a 1:1 basis.</p> <p>Reading comprehension intervention run by year 4, year 5 and 6 TAs in a small group setting.</p> <p>Year 6 TA maths intervention to support pupils in a small group on a weekly basis on key concepts and addressing misconceptions.</p> <p>Training for x3 existing members of staff ‘Your Space’ therapies –to counsel and support well-being across the school. Increased time in afternoons with emotional and pastoral support offered.</p>	<p>EEF, ‘Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately 5 months additional progress over the course of one year.’ (+5)</p> <p>Teacher assessments and data show gaps in reading which indicate a need for phonic intervention before moving onto reading fluency.</p> <p>Assessment data identifies particular children needing additional support to bridge gaps in basic skills and in their learning journey.</p> <p>Identified pupils need opportunities to discuss concerns and worries in a relaxed environment, giving them time to talk allows them to concentrate and focus on learning where they feel their worries are addressed and supported.</p>	<p>Baseline and ongoing assessments.</p> <p>Analysis of data show progress.</p> <p>SLT/SENDCo challenges all teachers during pupil progress meetings.</p> <p>Robust teacher assessment drives good implementation of effective bespoke interventions.</p> <p>Pastoral TAs x3 to work with individual pupils to provide additional time to talk about concerns/worries. SENDCo monitors and prioritizes pupils needing time to talk and organized appropriate adult</p> <p>Feedback from pupils gives review of impact through pupil voice.</p>	<p>SENDCo</p> <p>SLT/ Year leads</p> <p>Year leads</p> <p>Maths lead</p> <p>SENDCo</p>	<p>Termly, following data capture points</p> <p>Half termly</p>
<b>Total budgeted cost</b>					£79056

<b>iii. Wider strategies/other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attainment and progress through offering children access to the wider curriculum.	<p>Encourage families to access support with funding clubs and trips – especially residential trips and holiday clubs.</p> <p>PP children are given priority to all of these.</p>	<p>Identifying wider issues for the children is crucial to understanding the individual needs of that child – sharing this with parents opens lines of communication and enables us to support in a very specific way e.g., clubs, providing PE kits, school uniform, etc.</p> <p>EEF evidence into the impact of Outdoor adventure learning (+4) supports our payment towards residential trips and wider experiences.</p> <p>We actively seek out enrichment opportunities as they arise, e.g. meet with authors, local visits, science fairs, links with industry and local companies, sports clubs with sports specialists, holiday activities, etc.</p>	SBM to keep a tally on the money that is spent on this and ensure that priority is given to the most in need and keep SLT informed.	PP lead	Termly review of club attendance and expenditure

<p>To raise attainment and progress for all children in reading, writing and maths through removing social and emotional barriers to learning.</p>	<p>Employment of a part time ELSA – Emotional Literacy Support Assistant</p>	<p>‘Social and emotional programmes appear to benefit disadvantaged or low attaining pupils more than other pupils’. (EEF +4) Also recommended are behaviour programmes (+3) and Parental engagement (+3)</p> <p>Many recent reports suggest that emotional and mental health of children is a significant cause for concern, especially following Covid-19. The growing C-19 concern for vulnerable learners’ families. There is a correlation between good mental health and reducing the difference.</p> <p>The aim of the ELSA is to support children through times of need and ongoing difficulties and support children both within and beyond the classroom to succeed in their learning</p>	<p>ELSA – to keep records of all the children who she sees and to notify PP lead. Baselining of children’s feelings (anxiety etc.) to be compared against the same screening at the end of the therapeutic piece of work. SENDCo meets with ELSA to review caseload and impact.</p>	<p>PP lead/SENDCo</p>	<p>Ongoing throughout the year</p>
<p>Raise attainment by addressing behaviour barriers to learning.</p>	<p>Quality CPD and coaching for all staff through the implementation of new behaviour policy and approach to dealing with behaviour through using therapeutic behaviour management techniques.</p>	<p>Pupil voice and staff feedback felt the school’s current behaviour policy and approach to dealing with behaviour needed to be reviewed.</p> <p>Number of behaviour related incidents have increased, especially since first lockdown and children’s ability to self-regulate their behaviours.</p>		<p>Deputy/ Teacher in charge of SSC</p>	<p>Jan '21 and June '21</p>
<p>Improved attendance across the school</p>	<p>Attendance Officer in place and through use of attendance package (3BM) monitors and analyses attendance</p>	<p>Historical data shows that long-term educational outcomes are significantly impacted if absence form school’s high.</p>	<p>Monitoring and analysis undertaken by Attendance Officer linked to Attendance Governor and shared with SLT.</p>	<p>Attendance officer</p>	<p>Half termly reports</p>
<p><b>Total budgeted cost</b></p>					<p>£8036</p>

