

Pupil premium strategy statement for Heatherside Junior School November 2020

Pupils in school	410 (November 2020) 22 pupils with PP plus one Service Premium
Proportion of disadvantaged pupils	6%
Pupil premium allocation for 2018 to 2019 financial year	£28 660
Pupil premium allocation for 2019 to 2020 financial year	£23 720
Pupil premium allocation for 2020 to 2021 financial year	£24 175
Academic year or years covered by statement	September 2019 – September (Review) 2020 - 2021 (Strategy)
Publish date	November 2020
Review date	November 2021
Statement authorised by	Governing Body
Pupil premium lead	Mrs Hannah Dunn (Headteacher)

School Context

As the number of pupils in receipt of Pupil Premium remains low (15 pupils out of 409 in 2019 -2020) and all of whom have specific individual needs and circumstances, the School adopts a tailored and bespoke approach to the expenditure of Pupil Premium funds. Some funding is used on a one-to-one basis whilst other expenditure which is planned to meet those children's needs also has a wider benefit for other pupils. The School tracks these (and other children's) academic progress but also looks closely at other factors such as participation, attendance and parental engagement so that PP expenditure can be targeted in areas which will have the greatest impact on pupils' long term development and success.

Due to the closure of all schools from 20th March 2020 and continued operational restrictions in 2020/2021 academic year, the School has not been able to spend PP funds as detailed in the previous Pupil premium Strategy for 19/20. Some aspects of support that the school would ordinarily offer (such as trips, clubs, additional support) have not been possible and the School has therefore looked at alternative ways of providing support for PP children alongside all other children in the school during the pandemic.

Review: last year's aims, outcomes and expenditure (Academic year 2019 to 2020)

Key Aims	Outcomes
To further improve teaching, learning and curriculum provision to achieve good progress for all pupils, including those with SEN and who were assessed as Greater Depth at Key Stage 1 (Key School Improvement Target for 2019 to 2020)	Due to Lockdown in March 2020, it is not possible to measure the impact on PP in terms of progress and attainment. At the end of the Autumn Term 2019, 10/15 PP were on track to make expected progress. 7/15 had been supported to attend clubs and in the Summer Term, all Year 6 PP children returned to school and 2 further pupils attended Key Worker school. Laptops were purchased and provided for families where this was a barrier to accessing home learning and some pupils received paper based learning or support via TEAMS from their LSA. The School was able to monitor children's home learning outcomes via the Learning Platform, which also enabled staff to provide differentiated activities where relevant. The Parent Support Advisor continued to be available to support families during the school closure period.
Targeted academic support	Expenditure pre National Lockdown in March Staffing, Homework Club, Training, One to one teaching, PSA, Resources £13, 594 During Lockdown - Laptops provided for Home Learning £2 500

To develop children's Growth Mindset and encourage independence, resilience, self-confidence and positive well-being.	Clubs, trips, music lessons, Forest schools £2 729
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Disadvantaged pupil achievement for last available academic year (2018 to 2019)

Of the eight children in receipt of PP in Year 6 five (62%) were also on our SEN register.

Measure	Number of the 8 children achieving ARE
Reading	3 out of 8
Writing	4 out of 8
Maths	4 out of 8

1. Strategy aims for disadvantaged pupils in 2020- 2021 (School Improvement Plan)

Measure	Outcomes
To support all pupils in their return to school and to ensure that their academic and social and emotional needs are understood and met. Plan and deliver teaching and learning to enable all pupils to make at least expected progress based on their prior attainment.	Outcomes will show that pupils are supported to help address any gaps due to lost learning and will maintain or improve (over time) on their attainment against their starting points whilst also having access to a broad, rich and relevant curriculum.
Measure	Key strategies
To assess pupils' current level of attainment after Lockdown in order to plan approaches to teaching and learning which will enable them to make good progress.	Design, plan and implement changes to the curriculum where needed. Track and monitor pupils' progress, taking account of their attainment in Spring 2020 (and KS1 where appropriate). Revisiting of previous year's objectives and opportunities to overlearn where needed.
Barriers to learning these priorities address	Missed learning due to Lockdown and impact on learning to learn skills. Helping children to develop the core skills in Reading, Writing and Maths to enable children to make good progress. For those at Greater Depth, helping children to develop higher order thinking and cognition.
Projected spending	Staff training (Let's Think in English) Additional staffing (In addition to that planned through Catch Up) Resources to support learning (See Targets 2 and 3 below)

2. Targeted academic support for current academic year

Measure	Key strategies
To further develop children's mastery of key skills in maths, reading and writing to help achieve good progress. (Key Improvement 2)	<p>As each of the School's Pupil Premium children have very individual needs, the strategies and support is tailored to each pupil. Examples of specific approaches include</p> <ul style="list-style-type: none"> • Additional reading skills session weekly taught by a teacher • Pre-teaching • Provision of study guides • Support in class • Additional intervention groups • Booster lessons • Strategies to support Home Learning • Training for staff • Shared employment of a Parent Support Advisor • Additional resources • Proactive approach to working with parents, including partnerships with other agencies where relevant. • Provision of laptops/access to technology/IXL <p>Mixed ability teaching in Maths following a Mastery approach and continued participation with the Maths Hub.</p>
Barriers to learning these priorities address	Lack of confidence and independence, development of core skills, lack of parental engagement/active support. Missed learning due to Lockdown
Projected spending	£13 720

3. Wider strategies for current academic year

Measure	Key strategies
To actively promote skills, values, approaches and strategies which support and develop the wellbeing and emotional health of (staff and) pupils. Key Improvement 4	As each of the School's Pupil Premium children have very individual needs, the strategies and support is tailored to each pupil. For 2020/2021 provision is subject to DfE/Government regulations and guidelines, including being able to offer extra-curricular activities, trips and activities which involve mixing between Bubbles.
To develop children's Growth Mindset and encourage independence, resilience, self-confidence and positive well-being.	<ul style="list-style-type: none"> • Forest Schools provision • ELSA training and hours
Barriers to learning these priorities address	Opportunities outside of school, family and individual pupils' circumstances and post-adopted status. Impact of Lockdown on pupils' wellbeing
Projected spending	£3475 Funds will be retained to support participation in Residential Trips (Years 4 and 6) in 2021 subject to restrictions being lifted.(£2200)

Monitoring and Implementation

The School tracks all children's progress through the year and also other indicators such as attendance and participation. For children in receipt of Pupil Premium, this information is captured termly on a Pupil Premium Tracker, which then identifies where good progress is being made, what strategies are in place and any next steps.

How?	When?	Who?
<p>Pupil Premium tracker to monitor</p> <ul style="list-style-type: none">• Progress in Reading, Writing, Maths• Attendance• Participation*• Parental engagement• Homework <p>*Where this is possible due to Covid regulations.</p>	<p>At least termly</p>	<p>Headteacher lead, information is shared with staff and anonymously with Governors</p>