

Sun Hill Junior School
Pupil Premium Strategy Statement 2020-2021



What is Pupil Premium (PP)?

The Pupil Premium is additional funding provided to schools to support certain groups of children who are potentially vulnerable/disadvantaged to underachievement. These include pupils who are (or have been at any point in the previous 6 years) entitled to free school meals (£1345 per pupil), those looked after by the local authority (£2345 per pupil) and the children of armed service personnel (£310).

Pupil Premium Grant (PPG) for 2020-21		Pupil Premium Leads	Sue Griffiths (Head Teacher Marie-Louise Woods (Acting Deputy Head Teacher/SENCo)
Number on Role		Number eligible for PPG	Total PP Budget
217		34	£43,000
Date of Next Strategic Review		July 2021	
Strategy Statement			
Analysis of the impact of our interventions for previous academic and initiatives for previous academic years have informed our planned allocation for the forthcoming year. From this analysis, the barriers to educational achievement that we will be focussing on are:			
Our objectives and outcomes	Our objectives and outcomes <ul style="list-style-type: none"> • To develop and embed the school well-being programme • To ensure that the quality of teaching and learning enable our PP children to make at least equal progress with their non-PP peers • To raise attainment in reading, writing and maths so that it is at least in line with national expectations • To carefully track the progress and attainment of pupils, respond to their specific needs and ensure appropriate provision is in place • To continue to develop the curriculum to ensure that it meets the needs of pupil premium children through delivery, scaffolding and vocabulary development. • To ensure that PP parents are communicated with and involved with their child's learning and progress. • To improve attendance of PP pupils – persistent absence and lateness • To ensure that no child is denied access to extra curricula activities 		
How we'll spend our PPG			
Issues/Objectives	Initiatives		
To carefully track the progress and attainment of pupils, respond to	<ul style="list-style-type: none"> • PP pupils have access to High Quality Inclusive Teaching (HQIT), providing them with outstanding learning opportunities. 		

<p>their specific needs and ensure appropriate provision is in place</p> <p>To ensure teaching and learning opportunities meet the needs of all pupils, through variation and differentiation</p>	<ul style="list-style-type: none"> • They are successfully tracked and class-based interventions and support are in place. • Barriers to learning are identified and addressed during lessons and additional intervention time • Half-termly meetings between class teacher, phase leader and PP Leads to review attainment and progress of PP children (supply cost to cover meeting times) • PP Leads to provide support for class teachers with strategies to support children within the class (CPD identified during observations and learning walks) • Subject Leaders and PP Leads to monitor the standards of work between PP and non-PP to see whether there is a gap in attainment. Plans will be put in place through pupil progress meetings for these to begin to close (release time for subject leaders) • PP children identified during lesson observations so that focus questioning can occur by observers. (Observers' release time will be required) • PP Leads to look at pupil premium impact in planning (including planning books), books and pupil interviews
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<p>Desired Impact:</p> <ul style="list-style-type: none"> • PP children are given quality first teaching to provide them with outstanding learning opportunities • PP children have been successfully tracked and class-based interventions are in place, based on individual curriculum needs • Attainment of PP children has improved to be in line with non PP children in reading, writing and maths 	
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<p>Update/Impact</p>	
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<p>To raise attainment in reading, writing and maths by accelerating progress so that it is at least in line with national expectations</p> <p>To develop the curriculum to ensure that subject specific vocabulary is developed across all subjects.</p>	<ul style="list-style-type: none"> • To target specific reading needs through use of miscue analysis • CPD for all teaching staff in the use of miscue analysis to ensure that reading difficulties are correctly identified and addressed. • CPD of phonics for all teaching staff • To embed the use of Bug Club across the school so that all children are carefully matched to reading books that meet their reading needs. • To develop reading fluency within guided reading sessions. • To develop, during reading, retrieving and recording information and inference skills, through the embedding of rich reading tasks. • To embed the use of rich texts to support writing and create language rich classrooms.
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	<ul style="list-style-type: none"> • Plus 1 and Power of 2 maths intervention to be continued and recording of sessions improved so that teachers can track more easily out of class interventions. • To revisit the CPD of the use of bar models in maths to aid visualisation of problems and the ability to solve more complex problems. • Teaching will be developed further by sharing good practice and individualised support through peer observations, bespoke support, coaching and guidance. • Embed use of word banks for each project to ensure key vocabulary is taught, revisited, checked for understanding and monitored in all subject areas. • Observations, monitoring of planning and book looks to focus on variation of task that supports PP children to progress from their starting points.
<p>Desired Impact:</p> <ul style="list-style-type: none"> • PP children are more closely matched to reading books that allow them to develop their reading skills • PP children’s vocabulary is developed in all areas of the curriculum • Attainment of PP children has improved to be in line with non PP children in reading, writing and maths 	
<p>Update/Impact</p>	
<p>To provide emotional and social support to children</p>	<ul style="list-style-type: none"> • Embedding of school well-being programme, through assemblies, PSHE curriculum, well-being day and mindfulness lessons. • A proportion of staffing cost for PP Leads to support children and parents with emotional needs • Cost of external support and outside agencies • Contribution to the playground leader scheme so that all children have someone they can play with - cost of training children and release time for adults • Cost of providing breakfast and/or after school provision • Cost of initiatives, e.g. Lego therapy
<p>Desired Impact:</p> <ul style="list-style-type: none"> • PP children feel safe and are emotionally ready to engage in learning 	
<p>Update/Impact</p>	

<p>To increase parental engagement through workshops and informal drop in sessions</p>	<ul style="list-style-type: none"> • HT/DHT presence at the start of each day on the school playground – this gives parents an opportunity to talk informally to the HT and DHT • ELSA available at the start of each day, giving parents and children the opportunity to talk • Release time for teachers to run specific curriculum workshops, e.g. Curriculum Evenings • Release time and resources for end of unit celebrations – for parents to come and see the work their children have produced. • Keeping parents fully informed through our newsletter
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Desired Impact:

Update/Impact

<p>To improve attendance of PP pupils</p> <p>To ensure that no children are restricted in being able to access extra curricula activities</p>	<ul style="list-style-type: none"> • Training admin office on systems to provide accurate attendance reports. • Admin office to produce weekly attendance reports, highlighting any key children whose attendance is of a concern. • Class teachers to contact parents for any children whose attendance is causing concern. CPOMs to be used to record any contact with parents regarding attendance. • Attendance lead and HT to closely monitor the attendance rates of PP children, identifying any children whose attendance causes concern by dropping below 90%. • Attendance at breakfast club will be offered to selected children to support routine, therefore encouraging positive behaviours. • Members of SLT will be on the playground at the beginning and end of the day to provide support and a means of communication. • Meet and greet sessions for reluctant attendees will be available to all children in need of this.
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Desired Impact:

- To see an upward trend in attendance of PP children across all year groups.
- To identify and support those families most in need.
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Update/Impact

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What was the impact of last year's PPG in respect of end of key stage outcomes.
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Due to coronavirus we have only teacher assessment (TA) for the 2019/20 academic year due to SATs being cancelled and therefore unable to benchmark progress against other schools.

Attainment for: 2019-20 (6 pupils) TA	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	50%	
% achieving expected standard or above in reading	66.7%	
% achieving expected standard or above in writing	66.7%	
% achieving expected standard or above in maths	50%	

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