

Pupil premium strategy statement

CHRISTCHURCH JUNIOR SCHOOL

1. Summary information					
School	Christchurch Junior School				
Academic Year	2020-2021	Total PP budget	£110,910	Date of most recent PP Review	Dec 2017
Total number of pupils	495	Number of pupils eligible for PP	81 (16%)	Date for next internal review of this strategy	July2021

2. Current attainment KS2 test/assessments Summer 2020		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths 2020	55%	79% (Unknown)
Progress measure in reading from KS1 2020 (in brackets the progress measure from our Y3 baseline assessments)	No data available due to Pandemic	
Progress measure in writing from KS1 2020 (from Y3 baseline)	No data available due to Pandemic	
Progress measure in mathematics from KS1 2020 (from Y3 baseline)	No data available due to Pandemic	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lower attainment of a significant proportion of PP children on entry in reading, writing, mathematics.
B.	Some PP children showing lower levels of resilience, self-esteem than their peers
C.	PP children less involved in the school's wide extra-curricular offer, especially in music and sport
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lower attendance of some PP children (overall PP attendance in 2019-2020 was 95.39%; Non-PP attendance 97.17%)
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children to make the same (or more) progress from KS1 assessments as all other pupils	Evidenced in end KS2 data.
B.	PP children showing confidence and resilience in approaching all aspects of learning. Increase positive learner identity.	Analysis of pupil questionnaire shows that Pupil Premium children feel as confident about school and their learning. (eg in Summer 2019 93% of PP children agreed that they made good progress with their learning; 87% of non PP children agreed).
C.	Same % of PP children to be involved in extra-curricular clubs and activities as all other children	Data from termly survey of participation in clubs reflects equal participation.
D.	Attendance of PP children in line with that of all other children. (In cases where this is not achieved, evidence of actions to support families to improve attendance levels)	2020-21 attendance data to show attendance of PP children to be more in line with that of other pupils (ie a closing of the gap). If not, clear evidence of actions to support every PP family where attendance is below 95%.

5. Planned expenditure

Academic year

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?
<p>Quality first teaching to narrow the gap in attainment between PP children and others.</p>	<p>All teachers and TAs implementing strategies to "narrow the gap" agreed from CPD sessions. (eg Zones of Regulation Training, Tom Sherrington - Rosenshine's Principles etc).</p> <p>More active teaching strategies to engage children in Reading and Writing</p>	<p>CPD sessions have been based on evidence and recommendations from</p> <ul style="list-style-type: none"> - EEF toolkit; - Supporting the attainment of disadvantaged pupils (DfE,2015); - Social Mobility & Child Poverty Commission 2016 	<ul style="list-style-type: none"> -Termly data reviews analyse PP progress. -Lesson observations by SLT and book scrutinies by middle leaders always include focus on PP learners. -Head/Deputy look at PP children's English and Maths books regularly. -Each teacher compiles a PP Checklist of strategies and priorities for each child (monitored by Head and Pupil Premium Link Teacher). 	<p>Head/Deputy</p> <p>Head/Deputy/ Year Leaders</p> <p>Head/Deputy</p> <p>All teachers/Head/ PP Link Teacher</p>	<p>Termly review</p> <p>Regular</p> <p>Regular</p> <p>Termly</p>
<p>Improved KS2 mathematics results for PP children</p>	<p>Maths Leader (Deputy Head) will work with small groups/individual pupils providing a targeted and personalised approach to the gaps in their learning</p>	<p>KS2 data has shown raised mathematics achievement in our school in past 5 years through this approach. Gap between PP and non PP children has narrowed.</p>	<ul style="list-style-type: none"> -Monitoring quality of teaching (lesson observation); pupil progress reviews; end of year data review. -Half an hour daily (afternoons) for one term in Y6 addressing misconceptions and consolidating learning from Maths No Problem teaching in class. 	<p>Deputy</p>	<p>July 2021</p>
<p>Total budgeted cost</p> <p>Deputy teaching in Y6 for 3 hours per week for one term £1,811</p>					<p>£1,811</p>

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	When will you review implementation?
<p>PP children to make progress from KS1 and baseline assessments in reading, writing, mathematics which is as good as or better than progress made by other children of similar abilities. (To address the achievement gap on entry to the school).</p>	<p>Each PP child has a personalised plan (Checklist) which is passed on to next teacher. Includes actions and impact.</p> <p>Teachers given half an hour per term to meet with their TA and update the checklist for each PP child to ensure a joined up approach with this working document (24 hours per year Senior TA time per year).</p>	<p>Education Endowment Foundation (EEF) toolkit places strong emphasis on personalised feedback to children and developing metacognitive skills (ie "learning how to learn").</p>	<p>Year leaders to monitor implementation and progress of key pupils.</p>	<p>Year Leaders</p>	<p>July 2021</p>
	<p>Experienced teacher employed to manage small group tuition programme in Y5 and 6, 5 hours per week. (0.2 contract). Small groups or 1 to 1, just for PP pupils identified through termly assessment data. Link teacher's performance management includes target for PP pupils' progress.</p>	<p>Teacher identifies and evaluates the objective for each weekly session. EEF toolkit identifies this approach as moderate impact/high cost but in 2019/20 the was impact shown in assessment data and self-esteem as commented on by Y6 teachers</p>	<p>Link teacher to monitor evaluations for each pupil. (Including data "before" and "after" and feedback from class teachers</p>	<p>PP link teacher</p>	<p>Termly</p>
	<p>M6 teacher employed to plan and teach small group tuition in Y3 and 4 (2 afternoons per week per year group). Small groups or 1 to 1, just for PP pupils identified through termly assessment data.</p>	<p>Teacher identifies and evaluates the objective for each weekly session. EEF toolkit identifies this approach as moderate impact/high cost but in 2019/20 the was impact shown in assessment data and self-esteem as commented on by Y6 teachers</p>	<p>M6 teacher to monitor evaluations for each pupil. (Including data "before" and "after" and feedback from class teachers. Link teacher to monitor.</p>	<p>PP link teacher/ Year Leader</p>	<p>Termly</p>
	<p>Purchase specialist assessments and specialist teaching for pupils identified as PP</p>	<p>These assessments provide a detailed overview for strengths and needs of a child within their learning and possible barriers to need to ensure teaching and targeted support can be tailored to the individual child. They also provide baseline scores that can be used to assess progress for those children with SEND and PP.</p>	<p>Monitor data before and after. Collect feedback on possible wider impact such as improved self-esteem/learner resilience</p>	<p>Assistant Head</p>	<p>Termly</p>

		Specialist teaching purpose is to work alongside teachers to support strategies and ideas or to work 1:1 with pupil on bespoke targets.			
	Teaching Assistants to provide classroom support, small group learning and targeted support* for any children falling behind their peers in Reading, Writing and Maths.	PP budget allows 5 hours per year group of TA support. This includes: bespoke targeted support (eg SENSS programmes, Speech & Language support, same day interventions.) Also funds deployment of TAs to support small group learning in classes. * see note below.	All interventions reviewed by SENDCo, data “before” and “after”. Collect feedback on possible wider impact such as improved self-esteem/learner resilience	Assistant Head	Termly
	4 hours each week for each Y6 teacher to meet with pupils falling behind (priority always given to PP children)	Education Endowment Foundation (EEF) toolkit places strong emphasis on personalised feedback to children and developing metacognitive skills (ie “learning how to learn”). Releasing class teachers to meet individually with their own pupils allows conversations to set targets, review strengths and weaknesses.	Monitor data before and after. Collect feedback on impact upon learner resilience	Y6 Leader	Termly
Ensure that high attaining PP children are identified and given support	Termly data reviews by Head/Deputy to focus on high attaining PP children in each year. High attaining writers in Y5 and 6 who are not on track to achieve their FFT prediction identified and placed in a greater depth writers group with the Year Leader from their year group for one hour per week for one term (priority to PP higher attaining writers)	Research report from Social Mobility & Child Poverty Commission (C Crawford et al, 2014) provides data to evidence lower likelihood of students from poorer backgrounds to achieve higher levels of achievement, at all key stages.	Termly data reviews followed by meeting with year leaders – each meeting includes agenda item to review progress of more able PP children Year Leader to assess data before and after	Head/Deputy Y5 and Y6 Leaders	Termly June 2021
Strengthen Parental Engagement	Teachers given additional 30 minutes per half term to focus in on the 10% of families least engaged with the school where the relationship would benefit from strengthening through additional contact. Compliments, reminders etc.	Research by the EEF found that general approaches that encourage parents to support their children with their learning eg reading at home or helping with homework and the involvement of parents in their children’s learning activities can have a moderate impact for moderate cost. The school already uses class dojo so there will not be a technology cost attached to this.	Teachers given 30 minutes per half term to spend developing their use of dojo with the 10% of their class where the relationship between home and school needs strengthening.	Class teachers	Twice Termly

Total budgeted cost 24 Hours of Senior TA £349 PP link teacher £11,131 M6 teacher in Y3 & 4 £ 3804 Specialist assessments/SENSS teaching £300 for an assessment £60 per hour for specialist teaching TA cover 5 hrs p/w per year group £10,808 M6 teacher 4 hrs p/w in Y6 for 15 weeks £1756 Senior TA cover for Y5&6 GD writing groups £378 64 hrs senior TA £698	£
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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?
PP children showing confidence and resilience as learners.	Quality support for families and children by expert pastoral care worker. Pupil & Family Support Worker supports more vulnerable children and families, referring to and working with external services. (Qualified psychiatric nurse and psychotherapist, former Clinical Services Manager for Priory Hospital. Strategies include counselling, mindfulness group, working with outside agencies; addressing barriers to attendance.	<i>“Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.”</i> What are the most effective ways to support disadvantaged pupils’ achievement, DfE/NFER 2015 Other research emphasises the importance of underpinning this support with high expectations for all children’s achievement in their learning.	Head Teacher meets at least weekly with support worker. Every meeting with a child or family is documented and sent to Head plus other adults working with the child. Positive feedback from families.	Head	Weekly
	1 trained ELSAs (Emotional Learning Support Assistants). Offering nurture/self-esteem groups; parenting courses; social communication group. Employed 12 – 3 5 days per week.	<i>“Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.”</i> What are the most effective ways to support disadvantaged pupils’ achievement, DfE/NFER 2015	-PCW and Assistant Head to review outcomes for those attending. -PCW to meet with ELSA once per week.	Head/PCW	Termly Weekly
	Lunchtime nurture/Nurture resources/ supervision We provide a separate “nurture” playground at lunchtimes and some lunchtime clubs for vulnerable children.	<i>“Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.”</i> What are the most effective ways to support disadvantaged pupils’ achievement, DfE/NFER 2015	-Assistant Head and PCW to review the success of lunchtime nurture half termly	Assistant Head/PCW	Twice termly

<p>Deputy spend 30 minutes per day in Y3 nurture playground. Additional TA working in Y4 nurture playground</p> <p>-purchase nurture resources including Happy Journals</p>				
<p>Additional training for TAs and lunchtime supervisors linked to attachment and play</p>	<p><i>“Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.”</i> What are the most effective ways to support disadvantaged pupils’ achievement, DfE/NFER 2015</p> <p>Support children with conflict and resolution, managing social activities and to build on skills for cooperative play. TA to be trained to work with focussed groups of children that find play unstructured play challenging.</p>	<p>Reduced incidents at lunchtimes and play.</p> <p>Collect pupil, lunchtime supervisors and teacher’s feedback.</p> <p>Children to will gain confidence at managing social situations and reduced incidence of issues at unstructured time. Children accessing this support will also share their skills with others.</p>	<p>PCW/PP leader</p>	<p>Termly</p>
<p>Fresh Air Club - subsidised</p>	<p>To develop social relationships, high aspirations of personal achievement and potential. This should also help to increase motivation for attending school and therefore increase overall attendance. Focus upon Y3 children who have had less favourable lockdown experiences and those who are struggling to access the curriculum due to challenging behaviours.</p>	<p>Collect pupil and teacher feedback after the club</p> <p>Children will gain confidence in ability to overcome obstacles in learning. They will apply this developing resilience in the classroom. Children attend school more regularly than they previously did. Children will be better able to reintegrate with one another and can use the outside environment successfully.</p>	<p>Head Teacher</p>	<p>Termly</p>
<p>Listening Ear Sessions 1:1 Counselling</p>	<p>Within primary schools, there is good evidence that counselling is associated with reductions in psychological difficulties - Daniunaite, A., Cooper, M., & Forster, T. (2015). Counselling in UK primary</p>	<p>Child/children benefiting from counselling will have their ability to engage with learning and their ability to self-regulate monitored.</p>		<p>At the end of the series of sessions.</p>

		schools: Outcomes and predictors of change. Counselling and Psychotherapy Research.			
<p>Increase the involvement of disadvantaged children in the school's wide offer of music and sports clubs.</p> <p>Disadvantaged children participate fully in all aspects of school life and are also given opportunities outside of term time</p>	<p>PP priority access to after school clubs. 50% attendance</p> <p>School clubs, music lesson and trips are subsidised</p> <p>Uniform grants</p>	<p>Nuffield Foundation Report (Dr Emily Tanner & Prof Liz Todd, 2016) finding that after school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular. This confirms our own observations over time in this school.</p>	<p>Collect data on club membership term by term.</p> <p>No Pupil Premium child misses out on any school activity for cost reasons. All expenditure on uniforms, clubs and visits is recorded (2019-20: Trips – 1032.31 Funtastic after school care - £322 After school clubs - £3,013 Music Lessons - £3,615 We listen Therapies £368)</p> <p>14 children were awarded uniform grants)</p>	<p>PP link teacher and Senior Finance officer</p>	<p>Termly</p>
	<p>Music – class band</p> <p>Year 5 Band project for children with musical aptitude but who would not otherwise take part in musical extracurricular opportunities.</p>	<p>Nuffield Foundation Report (Dr Emily Tanner & Prof Liz Todd, 2016) finding that after school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular.</p>	<p>Year 5 band to include at least 50% of children entitled to PP in Y5.</p>	<p>Music Leader</p>	<p>Termly</p>
	<p>Book Club</p>	<p>To increase DA pupils' love of reading and motivate them to spend more time reading independently. Purchase each DA child a reading book, selected by the child on a visit to local book shop.</p>	<p>Pupil/Teacher feedback. Children will have developed a love of reading and gain a possession of their own which inspires them to continue reading. Fluency and comprehension will develop. Children spend more time reading at home.</p>	<p>Pupil Premium Link Teacher</p>	<p>July 2021</p>
	<p>Summer Holiday Provision</p>	<p>To increase disadvantaged children's access to clubs and activities in the holidays to reduce pressure on families and increase self-esteem through opportunities to learn new skills or develop existing ones.</p>	<p>Positive feedback from children and parents. Good attendance at summer holiday provision.</p>	<p>Pupil Premium Link teacher</p>	<p>Sep 2021</p>

	Transition project KS1 – KS2	Improving transition between Y2 and Y3. Opportunity to meet parents of PP children in a less formal context. Enjoyment of school increases, positive experience of CJS prior to attending.	Parent and Pupil feedback Children will develop a positive relationship with CJS staff and pupils, helping them to attend well from the beginning of Y3. They will have a positive experience of school, leading to them working hard.	Year 3 Leader/ Assistant Head	July 2021
	Transition project – KS2 – KS3	Improving transition between CJS and Twynham Secondary school. Year 6 PP children feel more confident when moving between RJS and secondary education. Better educational outcomes as a result.	Parent and pupil feedback Enjoyment of school increases, positive experience of Twynham School prior to attending.	Year 6 Leader/ Assistant Head	July 2021
Attendance of PP children in line with that of all other children. (In cases where this is not achieved, evidence of actions to support families to improve attendance levels)	Attendance is monitored regularly. If a threshold is hit, meetings are set up with parents and bespoke 1:1 support or actions are drawn up.	<i>“Regular attendance was a priority in more successful schools, with the importance of this being shared with all pupils and families. Many schools had designated a member of staff or team to ensure attendance – calling home when children did not arrive on time, funding or sending out transport, and working with families.”</i> Supporting the attainment of disadvantaged pupils, DfE, Nov 2015	Monitoring attendance regularly – at least twice each term. Evidence of strategy for any pupil whose attendance is causing concern. Improve PP attendance from last year’s figure of 95%	Headteacher Assistant Head Admin Officer	Twice termly
Total budgeted cost Pastoral Care worker £25,131 ELSA £5225 Deputy ½ hr per day in Y3 nurture playground £6,055 Additional TA in Y4 nurture playground £1,351 Nurture Resources £300 Listening Ear Counselling Services £1400 Fresh Air Club £2200 Subsidies- clubs, trips, music, uniform grants £9000 Class band approx £1800 Book club £500 Summer holiday provision £4000					

Year 2/3 transition project £300
Year 6/7 transition project £300

* ii TA Targeted support. Interventions used by teaching assistants include:

- Targeted programmes in literacy or numeracy for groups or individuals.
- Teaching assistants providing “same day” interventions for children who have not mastered concept in lessons
- 1:1 Speech & Language support (led by specialist teaching assistant who has undertaken ELKAN training)
- 1:1 SENSS programme follow up sessions delivered by SEN teaching assistant
- Learn2Move to support gross motor skills – delivered by specialist gym teaching assistant

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Quality first teaching to narrow the gap in attainment between PP children and others. Especially in literacy.	All teachers and TAs implementing strategies to “narrow the gap” agreed from CPD sessions. (eg more active learning, AfL improved feedback). More active teaching strategies to engage children in Reading and Writing	Monitoring of teaching is showing that teacher focus on individual needs of PP children has continued to improve. Also that TAs are being used regularly to provide tailored support for PP children. PP checklists to record personalised strategies for each child were updated throughout the year and a Covid19 lockdown comment on pupil engagement was added for each Pupil. Teachers and TAs ensure that they have an informal catch up (1:1) on a weekly basis about home/school or any concerns that they have.	PP checklists have continued to ensure that there is a greater focus on individual needs of PP children. However, we now wish to strengthen dialogue between teacher and TA. This will be based on: -30 minutes for teacher and TA to meet and update checklists once termly.	£349
		Every teacher is aware of their PP children and carefully studies their progress data. All PP children who were not making their individual learning progress (according to their KS1	Teachers will also be given time to develop their use of class dojo for 2/3 (10%) children where engagement with parents needs strengthening.	£698

		<p>projections, FFS projections or 'all 3' attainment) were identified and seated in their teacher's or teaching assistant's focus groups. These children therefore had access to adult support in every lesson. Children are also seated near positive role models. The data and progress of learning for all children was assessed at the end of each term and tracked. Differentiated learning (both by ability and learning styles eg kinaesthetic resources provided as required) were provided where required as well as learning resources to allow all children (including PP) to access learning and be successful in progressing towards the learning objectives. Where suitable, a variety of teaching and learning styles were used to 'level the playing field' and allow all children (with different learning abilities and confidence levels) to access their learning and make progress. An example of this is the active maths approach used for some arithmetic lessons such as BIDMAS. Teachers keep these children in mind when using the Cold Calling Technique.</p>		
<p>Improved KS2 mathematics results for PP children</p>	<p>SDP priority. Additional Y6 teaching group, with one "target" group. (Priority access for PP children)</p>	<p>4 of 6 pupils PP pupils in the additional maths group were predicted to get the standard. One more would also have achieved the standard if lockdown had not happened.</p>	<p>With the introduction of Maths No Problem in Year 6 it has been decided that we will not continue with this group. The deputy head will, however, provide 2 to 3 hours per week of targeted one to one support to those children who are not meeting their targets. Priority access for PP children.</p>	<p>£1,811</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>PP children to make progress from KS1 and baseline assessments in reading, writing, mathematics which is as good as or better than progress made by other children of similar abilities. (To address the achievement gap on entry to the school).</p>	<p>Each PP child has a personalised plan (Checklist) which is passed on to next teacher. Includes actions and impact.</p>	<p>PP checklists were completed ensured a greater focus on the individual strengths and areas for development for each PP child.</p>	<p>PP checklists are a useful tool for focusing on strengths and areas for development and we have decided to continue with these for each PP child.</p>	<p>£costed above</p>
	<p>1 hour cover each week for each Y6 teacher to meet with pupils falling behind (15 PP children)</p>	<p>Year 6 Leader has provided positive feedback of the impact of this. 12 PP children made progress in reading and writing. 4 other children made progress but it was not shown in the data. 5 children made progress in maths and a further 3 children made progress but it was not shown in the data.</p>	<p>Progress shown means that we will continue with this targeted support next year.</p>	<p>£1,756</p>
	<p>Teaching Assistants to provide classroom support, small group learning and targeted support* for any children falling behind their peers in Reading, Writing and Maths.</p>	<p>Teaching assistants provided classroom support, small group learning and targeted support including SP&L SENSS, Learn2Move, same day interventions, targeted programmes in literacy and numeracy for some pupils. These all stopped due to the pandemic and no impact assessments were carried out. EP assessed 3 children (who were PP - R Pollock C Brake Gilkes and S Grogan - both RP and SG have just got EHCPs).</p>		<p>£10,808</p>
	<p>Experienced teacher employed to manage small group tuition programme, 5 hours per week. (0.2 contract). Small groups or 1 to 1, just for PP pupils identified through termly assessment data. Link teacher's performance</p>	<p>Year 6 tuition- Reading Teacher feedback stated that <u>all</u> 4 children had made progress since the start of the sessions. End of Spring data showed that HH remained emerging, GD remained developing, CW moved from emerging to developing and RP moved from developing to secure. Maths Teacher feedback commented on increased confidence in class.</p>	<p>Tuition had a positive impact of self-esteem and progress so this will be continued next year. Homework club was a useful tool for Year 6 pupils who find it difficult to work independently at home. This targeted support will be continued next year.</p>	<p>£11,371 £3804</p>

	<p>management includes target for PP pupils' progress. Weekly homework club (Y6)</p>	<p>Of 9 children, 2 moved from emerging to developing (MC and GD), 2 moved from developing to secure (HK and BS). 2 others picked up marks in the mock sat in the main area covered (percentages) but did not move on an assessment level (CN and LT). 3 chn from set 5 (RP, CW and LV) did not pick up additional marks in the mock sat paper but participated well in sessions and self-esteem was improved</p> <p>Writing Of 9 chn seen, CW moved from E to D, HK and BS both moved from D to S. Teacher feedback stated that of the remaining 6, <u>all</u> children had made progress with their writing, either creatively or technically.</p> <p>Year 5 tuition – This stopped due to the pandemic. Initial feedback from teachers was positive.</p> <p>Homework club was well received by a regular group of children.</p>	<p>In addition to this a supply teacher will be employed to cover two afternoons a week in Year 4 and 2 afternoons per week in year 3 to deliver targeted small group tuition to PP pupils.</p>	
	<p>Termly data reviews by Head to focus on high attaining PP children in each year. Secure scholarship from local charitable trust providing tuition – secure 2 places for PP children to receive maths tuition.</p>	<p>Data review were helpful in tracking progress of PP children. High attaining children in Y5 and 6 were identified and placed in focus groups.</p> <p>2 children received Maths tuition from the Connie Rothman Trust but this was stopped due to the pandemic.</p>	<p>Termly data reviews will be carried out by the Head/Deputy. In Year 5 and 6 high attaining PP pupils will be identified and placed in GDS writing groups.</p> <p>This cannot be planned for the next academic year because of the pandemic but we will revisit this in the future.</p>	<p>Covered by Senior TAs</p>

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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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<p>PP children showing confidence and resilience as learners.</p> <p>Quality support for families and children by expert pastoral care worker.</p>	<p>We employ a Pupil & Family Support Worker to support more vulnerable children and families, referring to and working with external services. (Qualified psychiatric nurse and psychotherapist, former Clinical Services Manager for Priory Hospital. Strategies include counselling, mindfulness group, working with outside agencies; addressing barriers to attendance.</p>	<p>It is not possible to fully evaluate impact of groups as they all stopped in March. However, from March, we had a robust system to keep in touch with vulnerable families by regular phone contact and we also had many vulnerable children back into school.</p> <p>Prior to March we had piloted a new 6 week anxiety course for Year 3, run a nurture group, a self-esteem group, were half way through a mindfulness group, and had run a new You & Me group (we completed one course and were half way through the second course).</p> <p>Written feedback from the parents who attended the You&Me group was positive, as was the feedback from the children attending the anxiety group (5/6 commented they had learnt new strategies they could use when feeling anxious). We would love to run these groups again, but can't due to current covid restrictions.</p> <p>We ran 2 workshops for parents of anxious children and the written feedback of those attending indicated they had found it useful. Again, we can't currently run these due to covid restrictions.</p> <p>The pastoral care worker has a case load of approx. 40 families to date, 52% of which are PP.</p>	<p>Taking into account the greater stresses created by the pandemic this year pastoral hours have been increased from 0.6 to 0.8 with the view that many would require additional support after lockdown etc. Year 3 to take priority, with time spent supporting staff and pupils.</p> <p>We have secured counselling for a PP child in Year 6 and completed several referrals for PP children (early help, CAMHs etc).</p> <p>By far the highest priority at the moment is supporting families with the basics - food, accommodation, work, mental health support, support with parenting. For children, support with transitions, support with anxiety and also supporting several children with attachment issues.</p> <p>Our plan is to review the whole school position (and especially Year 3) in January, and look at ways to start running groups within year group bubbles.</p>	<p>£25, 121</p>
	<p>1 trained ELSA (Emotional Learning Support Assistants). She offers nurture/self-esteem groups; parenting courses; social communication group.</p>	<p>The ELSA worker was absent from school for a large part of the Autumn term and then redeployed during the pandemic.</p> <p>All groups and interventions stopped in March because of the pandemic.</p>	<p>To support the Pastoral Care Leader in her role we intend to second a member of staff to carry out 5 afternoons of ELSA work per week from February half term.</p>	<p>£5,225</p>

		During the Pandemic we made regular contact with vulnerable families and provided places for children outside of the criteria as necessary.		
	We provide a separate "nurture" playground at lunchtimes and some lunchtime clubs for vulnerable children.	The nurture playground and lunchtime clubs were very successful in improving children's enjoyment of the less structured parts of the day. 8 children daily on nurture playground and up to 15 in lunch club.	The nurture playgrounds will continue but lunch time clubs have had to stop due to the pandemic. This will be revisited in the future. We will further strengthen this by employing a professional to deliver training to up to ten lunchtime supervisors and TAs. They will be asked to model good practice and provide supervision to those members of staff overseeing the nurture playgrounds	£6,055 £1,051
Increase the involvement of disadvantaged children in the school's wide offer of music and sports clubs.	Change 4 Life Club for children who do not normally participate in sporting clubs. (funded through Sports Premium)	Change for Life club was scheduled for the Spring term but did not happen due to the Pandemic	The school aims to ensure 50% attendance at after school clubs for PP children next year through the provision of a variety of interesting sports and activities. PP children will be identified and personally invited.	See costs below
Disadvantaged children participate fully in all aspects of school life.	Year 5 Band project for children with musical aptitude but who would not otherwise take part in musical extracurricular opportunities.	Year 5 band - 9 pp children took part from October up until March	Subsidies for clubs and music help the school to increase wider opportunities for our PP learners. We believe that these have a positive impact on learner resilience and positive learner identity as pupils have a chance to succeed and shine outside of the academic curriculum. Year 5 class band was a success and will run again next year if the pandemic allows	Approx £1645 for class band

<p>Subsidies for uniform, educational visits, music lessons and clubs run by outside providers</p>	<p>Subsidies for the academic this year:</p> <p>2019-20: Trips – 1032.31 Funtastic after school care - £322 After school clubs - £3,013 Music Lessons - £3,615 We listen Therapies £368)</p> <p>14 children were awarded uniform grants)</p> <p>Music participation 2019-20:</p> <p>Orchestra - 2 pp children took part.</p> <p>Jumbie Jams - 3year 6 children took part</p> <p>Upper school choir - 9pp children took part</p> <p>Lower school choir - 6 pp children took part</p> <p>Instrumental lessons - 20 pp children were having peri instrumental lessons.</p> <p>Year 4 samba band (follow on from first access) 4 pp children took part (1 other declined the invitation)</p> <p>Total number of pp children that took part in the Carol service 16</p>	<p>Subsidies for clubs and music help the school to increase wider opportunities for our PP learners. We believe that these have a positive impact on learner resilience and positive learner identity as pupils have a chance to succeed and shine outside of the academic curriculum.</p>	<p>£9,000 for all clubs, trips, subsidies</p>
<p>PP link teacher (see above) meets with all PP children and discusses attitudes to learning and opportunities to access opportunities (eg clubs).</p>	<p>PP pupils met by PP link teacher and parents contacted to offer funding for after school and holiday clubs.</p>	<p>We will continue this by meeting with the new year 3s in academic year 2020/21 and writing directly to all parents of PP children about clubs and funding subsidies that are available.</p>	

	Summer Camp Provision	PP children (identified by the Pastoral care worker and the Pupil Premium link teacher were identified and awarded up to 10 days of summer camp provision in the 2020 summer holidays	The uptake was good for Summer Holiday Provision. We would like to continue this provision next summer to alleviate some of the strains that are placed on families over the long summer break whilst also offering children opportunities to learn new skills and socialise in a different setting. We plan to increase the funding for this to widen the impact on families under stress.	£4000
Attendance of PP children in line with that of all other children. (In cases where this is not achieved, evidence of actions to support families to improve attendance levels)	Attendance is monitored regularly if a threshold is hit, meetings are set up with parents and bespoke 1:1 support or actions are drawn up.	Attendance on 21//1/20 All PP 95.39% Non PP 97.17% PP girls 95.59% Not PP 97.17% PP boys 95.13% Not PP 97.38% 8 children were identified. They were closely monitored, late letters were sent and cause for concern letters when necessary. Transport was applied for for one pupil and another pupil applied to special school.	The gap between PP and Non-PP attendances continues to close. We will continue with this method of monitoring and engaging with parents and children next year.	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our overall concern is the uneven pattern of achievement by disadvantaged children in our school and, in particular, a historical pattern of lower achievement and progress made by disadvantaged boys in Literacy. (This was not the case in 2019 KS2 assessments).