



Pupil Premium Strategy Statement | 2019-2022

Introduction | What is Pupil Premium?

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils.

'Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.'

'In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.'

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

For further details visit: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

Strategy | A tiered approach

At Stoke Hill Junior School we have adopted a tiered approach to Pupil Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact. These are:

1. Teaching | Spending on improving teaching and providing professional development opportunities is at the forefront of our thinking. Providing opportunities for teachers to work and plan together and that every teacher is supported to keep improving, is important to the success of our provision, and is therefore the top priority for our Pupil Premium spending. We ensure that all classes have full-time and equal access to a well-trained, resourced and a good quality teacher.

2. Targeted academic support | Evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of support mechanisms be they one-to-one or small group interventions as a key component to sit alongside effective classroom teaching and learning.

3. Wider strategies | The final element of our approach is to provide support in tackling the most significant, non-academic, barriers to success at school, including attendance, behaviour and social and emotional support.

Stoke Hill Junior School | 3 Tiered Approach

1) Teaching

- Sounds Write used to teach phonics
- Co-operative learning approach to develop excellent behaviours for learning
- Explicit vocabulary taught across the curriculum
- Additional training for all staff to meet SEND

2) Targeted Academic Support

- Half termly planning days for year groups to specifically target work
- Working groups established involving senior and middle leader
- Targeted English and Maths interventions
- Half termly Pupil Achievement and Wellbeing Meetings with teacher, focusing on PP and SEND Children
- Focused phonics booster sessions for year 3 and 4 children
- Individualised curricular for specific children

3) Wider strategies

- Free daily breakfast club for disadvantaged children
- Access to Chrome Books to support through isolation for PP and SEND Children where needed
- Subsidised trips and visitors
- Subsidised school uniform
- Access to Federation Education Support Worker
- Free after-school clubs

Contextual Information | Basics

Pupils in school	360
Proportion of disadvantaged pupils	23%
Pupil premium allocation this academic year	£159,472 (from Summer 2021)
Academic year or years covered by statement	2020-23
Publish date	December 2020
Review date	July 2021
Pupil premium lead	Mr Jamie Sullivan
Governor lead	Mr Andy Pheasant

Contextual Information | Barriers

- **High proportion of pupil premium children are on the SEND register** | We are identifying which children who are pupil premium also have a special need and ensuring the recommended provision is in place
- **Covid** | We are ensuring that all pupil children have access to a Google Chrome book if they are at home and access to their class teacher each day.
- **Phonics** | We are leading interventions with our year 3 and 4 children to improve their phonics knowledge
- **Persistent absence/ lateness** | We are working with children and families so children are routinely in school and on time.
- **Impact of family circumstances on children's ability to focus on learning** | our pastoral support team responds quickly and effectively when needs arise.

Contextual Information | Key Stage 2 Outcomes

Pupil Premium Attainment scores | 2018 to 2020

	2018	2019	2020
Reading	53% (75%)	69% (73%)	*
Writing	63% (78%)	55% (78%)	*
Maths	53% (76%)	50% (79%)	*

Scores in brackets denote the national average for all children

* No official data available due to Covid. We had an unusually small cohort of 10 children, who made notable progress throughout key stage 2 towards the national standards.

Pupil Premium Aims

Priority	Desired outcome
Reduce the gaps in children's phonic knowledge	Children are able to communicate verbally better and apply their phonics knowledge to improve their reading and writing
All SEND children, who are pupil premium, have the best possible provision	All assessments are updated, teachers follow professional advice in meeting the needs of the children
All children to be able to access their learning equally if they are absent from school	Every child has access to a Google Chrome book and their teacher should they be absent

Quality of Education – Teaching priorities for the current academic year

Priority	Implementation	Target date	Cost
Year 6 PP children to receive additional support to increase	Third Space Learning online to resource this	June 2021	£7000

progress towards national standards at the end of key stage 2			
Intervention groups	New TAs employed to lead Year 3, 4 and 5 English and Maths groups	July 2021	£15000
Adapted Curriculum	Dedicated planning days, half termly to allow teachers to plan high quality work and focus on the needs of PP children.	July 2021	£19000
Accurate Assessments	PIRA and White Rose termly test to allow teachers to find gaps in learning and to plan teaching strategies to meet individual needs	July 2021	£2000
PP children have access to online learning at home in the event of self-isolation or lockdown	Purchase 100 Chrome Books, this will mean all PP children will have their own access to online learning at home	May 2021	£20000
Curriculum Champions	Release time for teachers to monitor planning and teaching of subjects to ensure a vocabulary and knowledge filled curriculum	July 2021	£12500

Quality of Education – **Targeted academic support for current academic year**

Priority	Implementation	Target Date	Cost
Improve provision for children who are pupil premium and on the SEND register	Dedicated AH time of 1.5 hours each week TLR monitoring and improving wellbeing of PP and SEND children	July 2021 July 2021	£12000 £5000
Pupil Attainment and Wellbeing Meetings	Led half termly by SLT. Specific monitoring and target setting with teachers for PP children	July 2021	£4000
SEND Resources	All SEND children to have access to Nessy and Numbots	January 2021	£2000
High quality English and Maths resources	Dedicated release time for English and Maths leads half termly to be trained and resource high quality equipment for PP children	July 2021	£3000

Personal Development, Behaviour and Attitudes – **Wider strategies for the current academic year**

Priority	Implementation	Target Date	Cost
Work effectively with parents/carers to support the children's learning Support children who may have struggled with Adverse Childhood Experiences (ACE), including Covid, to re-engage with school and learning	Employ a second Family Support Worker due to the growing number of children and families requiring support	June 2021	£25000
Extra opportunities for PP children	Explore in school club opportunities Find opportunities for challenges to support wellbeing and achievement eg. Blue Peter badge	March 2021	£6000

Review – Last year's aims and identified outcomes

Aims	Implementation	Outcomes (up to March 2020)
Raising standards in reading, writing and maths	<ul style="list-style-type: none"> Assessment of the reading tests (PIRA), maths test (White Rose) and writing standards are to be analysed by Jamie Sullivan (AHT), Lesley Potter and Cameron Mann (Both TLRs). Results are then fed back at leadership meetings and to governors, with appropriate interventions being set. This will also form part of half termly teacher meetings known as PAWMs. Dedicated release time for English and Maths leads to focus on these children across the school. Maintain 12 classes in the school In year 6 a smaller fourth class will be created for 2 days a week to allow for any catch up required. Teachers will check that the children have a book that is suitable for their ability. 	<p>Y6 Reading PPG +20% Maths PPG +10% Writing +20%</p> <p>Y3 – No comparison data from Y2 yet Y4/5 – Next tests in March 2020</p> <p>Began in December Reading PPG +20% Maths PPG +10% Writing +20%</p> <p>Accelerated Reader: All PPG children have increased their ZPD, meaning improved reading ages and standards</p> <p>This is the first week of every half term</p>

	<ul style="list-style-type: none"> As part of her Curriculum Champions time, Hannah McCarthy will monitor this across the school. Jamie Sullivan (AHT) has a dedicated 1.5 hours a week to check in and ensure that all PP children are on the right book and are reading regularly. Specific calendar dates input to ensure all teachers complete Star Reader quizzes at the same time to enable easier monitoring. Celebration Assemblies each week focus on one class from each year group and celebrate an aspect of their reading to maintain the profile of Accelerated Reader. Year 6 teachers report that the existing Babcock units do not always give the children the opportunity to produce the evidence required to demonstrate their ability. Alongside other teachers in the school different units will be trialled. 	<p>Visit to Parklands School has led to a quizzes/challenges focus each week. PPG improved attitude to taking part and attitude of wanting to learn and be the best for them and others</p> <p>Now 3 different resources being used, good quality of writing and presentation evident in book reviews completed at PAWMs with teachers</p>
Absence and Punctuality	<ul style="list-style-type: none"> Accurate use of online registers by all teachers SLT to monitor attendance of pupil premium children and look for any patterns. 	<p>Current PP attendance sits at 92.39%. This is skewed by 4 children in particular. This is due to holidays and exclusion. EWO used and letters and fines issued as appropriate.</p>

	<ul style="list-style-type: none"> • Phone calls and conversations where needed • Education Welfare Office to use all available resources to ensure that attendance for pupil premium children is as good as it can be. • Aim for attendance to be above 95% for pupil premium children. 	<p>Since September a new system set up on Google documents means teachers are able to monitor absence more closely. This also sets out children isolating and when they are expected back</p>
Greater opportunities for pupil premium children outside of the curriculum including SMSC	<ul style="list-style-type: none"> • Review the current provision of clubs and talk to the children about clubs that would appeal to them. • Cameron Mann to continue to seek opportunities with local and national organisations. • Enrichment activities to be held during the school day as part of the curriculum. 	<p>Lots of different clubs offered both internally by teachers and by external providers.</p> <p>Yoga, Police Investigation Days and Exeter City Fitness schemes compulsory for PP children</p>
Greater participation in extracurricular clubs	<ul style="list-style-type: none"> • Emma Byett will take feedback from mental health ambassadors and school council to find their views on clubs. • Cameron Mann will talk to pupil premium children to find out what clubs would appeal to them. • Priority booking for pupil premium families via the online system of signing up for clubs. • Each club has registers of attendance to measure the increase in participation 	<p>Whole school mental health survey has been completed, results are currently being analysed.</p> <p>Current take up of all clubs by PP children is 35%, up from 12%.</p> <p>Priority booking for PP families has continued. Registers for each club</p>

<p>Improved curriculum knowledge of a broader range of subjects including vocabulary</p>	<ul style="list-style-type: none"> • Each teacher to be responsible for a curriculum area. They will be known as Curriculum Champions. • A minimum of 2.5 hours release time each term. This is by Jamie Sullivan as part of his pupil premium role • Feedback sheets to SLT • Talking to children and ensuring that curriculum coverage is broader and that children have learnt key vocabulary that is on the long term planning. 	<p>From this monitoring it is clear that a broad curriculum is being offered to PPG children. Starting in January teachers have been checking vocabulary is being recalled. Not all subjects have been checked at time of this report.</p> <p>PPG Chn (% of chn recalling vocabulary)</p> <p>PE – 50%</p> <p>Music – 65%</p> <p>Science – 68%</p> <p>Art – 67%</p> <p>History – 54%</p> <p>This is ongoing and will be checked again using an online programme, Quizzes.</p>
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