

# Pupil premium strategy statement (Foxdell Junior School)

1. Summary information					
School	Foxdell Junior School				
Academic Year	2020-21	Total PP budget	£137190 + £86781 carry forward Total: £224,830	Date of most recent PP Review	Sept 2020
Total number of pupils	325	Number of pupils eligible for PP Number of pupils eligible for FSM	102 82	Date for next internal review of this strategy	July 2021

## 2. Current attainment

End of KS2	Pupils eligible for PP (school)	Pupils eligible for PP (national)	Pupils <u>not</u> eligible for PP (national)
% achieving expected standard or above in reading, writing and mathematics	No data due to Covid19		
% achieving expected standard or above in reading			
% achieving expected standard or above in writing			
% achieving expected standard or above in mathematics			

## 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)	
A.	Children have missed 1.5 terms of teaching and learning due to lockdown. Despite remote learning, there is a clear disparity between engagement and participation levels
B.	Poor basic skills, including number, communication and language skills
C.	Social and emotional issues preventing some children being ready to learn.
D.	Poor emotional resilience, self-regulation skills and limited aspiration impact on many pupils' ability to work collaboratively and to accept a degree of challenge in their learning.
E.	79% of children that are eligible for PP have EAL and 21% have SEN

External barriers (issues which also require action outside school, such as low attendance rates)					
F.	Engagement rates for disadvantaged pupils has been lower than those for all pupils; this reduces their hours of learning and causes the attainment gap to widen between them and their peers				
G.	Some Disadvantaged children do not experience a range of enrichment experiences outside of school because of additional cost attached.				
4. Desired outcomes					
	Desired outcomes and how they will be measured		Success criteria		
A.	Improve outcomes for current Disadvantaged pupils in all year groups		Disadvantaged pupils achieve age-related expectations in reading, writing and Maths by the end of year group		
B.	Develop a robust catch up curriculum that addresses and meets the needs of all pupils including the disadvantaged through: <ul style="list-style-type: none"><li>• Gap analysis on TT to identify missed learning</li><li>• Recovery curriculum in place for September (PSHE focus)</li><li>• Relevant CPD and training for all staff</li><li>• Whole school improvement monitoring programme</li></ul>		A robust curriculum that meets the needs of all pupils including disadvantaged.		
C.	Financial support for PP children to enable all children to experience enrichment activities		All disadvantaged pupils will receive a carton of milk daily, a free uniform bundle at the beginning of each academic year, one free trip and afterschool club each term and stationery packs to support home learning		
D.	Remove the barriers for specified individual pupils. Build emotional resilience and aspiration for all		Personalised profiles and action plans are in place for key groups of PP pupils. Reviews and Pupil Progress meetings record the impact towards individual targets.		
E.	Improve engagement between home and school amongst disadvantaged families		Parents are fully engaged and understand how to support their children.		
5. Planned expenditure					
Academic year		2020-21			
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?
A, B, C	Develop a robust recovery/ catch up	EEFs rapid evidence assessment examines	Assess children at the previous	HT	Baseline Assessment-

	curriculum that meets the needs of all disadvantaged pupils through accurate baseline assessments at the previous year to identify gaps.	the potential impact of school closures on the attainment gap, based on a systematic search of existing literature: School closures are likely to reverse progress made to close the gap in the last decade since 2011. Estimates for the gap widening range from 11% to 75%.	year group, identify gaps and provide support to narrow the gaps. Monitoring through pupil progress meetings, data drops, learning walks, planning scrutinies.	AHTs SENCo	Autumn term  Half termly
A, B, C	Continued staff training for both teachers and teaching assistants (TAs) in house and through courses; Maths No Problem, Mastery Maths and Writing strategies and through Lesson Study when 'normality' resumes.  Purchase MNP workbooks to enable pupils to complete tasks Purchase Mathletics Resource to support home learning	Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. We want all pupils, including those eligible for the pupil premium grant, to benefit from high quality, first teaching. Staff will receive CPD throughout the year, for example, on growth mindset, with the desired impact that it will improve attainment for disadvantaged pupils.	Senior leaders will continue to work closely with teachers to establish a collaborative model of Lesson Study to ensure maximum engagement to increase the proportion of highly effective teaching throughout the school	RN	Ongoing Lesson Study will take place termly  Associated cover £1500 Resources £500 MNP training £400 MNP workbooks £7115 Mathletics £1750
A, B, C	Implement the Accelerated and MyON reading resource to ensure all pupils have access to rich texts even during schools closures. Implement a robust phonics curriculum to improve phonic knowledge for SEN/ EAL pupils and develop reading skills. Implement Lexia to support vulnerable groups with reading Whole Class Guided Reading training for all teaching staff	Short regular sessions additional to usual teaching. EEF has found that on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	AR and MyON monitored by English lead Half termly phonic Screening and results monitored by SENDCo Learning walks/ observations of Guided Reading Monitor Lexia engagement and progress- SENDCo	AHT SENDCo	Ongoing Accelerated Reader and MyON £3500 Lexia £1450 Whole Class GR training £203

A, B, C	Continue to develop English skills through high quality language and the Learning Village resource	A high proportion of children enter school with very limited speaking and listening skills and many of our mid-year new starters have limited or no English. All children will have access to the Learning Village to support them with basic English skills. In the EYFS there will be a huge emphasis on early literacy skills including speaking and listening skills, rhyming, and phonics.	Assessment will be undertaken using the Bell Foundation EAL assessment framework when the pupil starts and then half termly. Pupil progress meetings held each term with the HoS and SENCO/Inclusion manager and class teachers	SENDCo YGLs CTs	Learning plans reviewed each term. Pupil attainment and progress will be monitored termly at pupil progress meetings.  £1020 cost of Learning Village
D, E, F	Purchase devices to enable all pupils to access online learning at home and in school (180 devices)	The EEF Covid19 toolkit states: almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Given school closures, many schools will now have established routines and plans attending remote learning that can be embedded for this academic year. A lack of appropriate technology and home supports may continue to prove a challenge for many disadvantaged pupils in the year ahead.	Purchase devices to support vulnerable pupils with their learning. Survey families to identify technology needs. Monitor pupil engagement with Remote Learning	Computing Lead TL	Spring 2021 Cost £70,000
<b>Total budgeted cost</b>					£87438
<b>ii. Targeted support</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>
B, C	Employ additional staff to provide targeted intervention for children underperforming in Maths and Reading -Maths and English Leads to identify effective interventions for KS2 pupils	Additional teaching and learning opportunities from teachers and TA's show moderate impact particularly if planned to complement quality first teaching and when a structured, time-limited programme is used. These approaches will be used to enable pupils to reach the expected standard in Maths	There will be assessment before and after each 10 week intervention to ensure effectiveness. Planned with class teacher using a structured programme.	Maths Lead HLTAs TAs	Following each 10 week intervention and after the outcome of summative assessments  £44000 cost of staffing and resources

E	Improve SEMH of targeted pupils: Equine Therapy 1:1 Welfare/ wellbeing support Lunchtime Breakaway club (supporting pupils to manage behaviour) Emotional development intervention (Drawing and Talking)	The EEF toolkit studies show that effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. We want to promote a positive learning culture where all children are able and ready to tackle the learning and manage social situations with increasing confidence.	Weekly/ half termly monitoring Discussions during Pupil Progress Meetings  Assessment before and after the programme of sessions  Pupil Voice	Inclusion Team	Following each 10 week intervention  £4500 Equine therapy £14695 Wellbeing Champion
E	Improve the emotional wellbeing of vulnerable children in an inclusive and nurturing way through the Thrive approach "Thrive" training for SENDCo Refresher training for 3 staff	This is a dynamic, developmental approach to working with children and young people which helps teachers and adults to interpret their behaviour and address their emotional needs.	Assessment before and after the programme of sessions Implement Thrive plans for all pupils that are receiving the intervention All teachers monitor progress	THRIVE trained staff SENDCo	Half termly reviews for teachers Cost- £3000 for training and resources
F	<b>Attendance and Punctuality support for pupils &amp; families</b> Continue with... -Half termly assemblies to promote attendance and punctuality -Certificates and rewards for 100% attendees EWO to monitor attendance -Meet with parents -Meet and greet at the school gate	Progress and attainment outcomes will not improve for disadvantaged pupils if they are not attending school.  The DfE document 'Improving Attendance in School' (DfE, 2012) makes it clear that Head teachers should see attendance as one of their most important responsibilities and, to improve it, they need to be prepared to spend both time and money.	Weekly/ half termly monitoring Reports to governors The measure implemented last year raised whole school attendance to 96%. We aim to raise it further to 97% so that excellent attendance is the norm for our pupils.	MB, RN	This strategy will be reviewed half termly  EWO £1650 Resources £500
<b>Total budgeted cost</b>					£68345
<b>iii. 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>
D, E	Disadvantaged pupils will receive subsidised places on planned whole	Pupils are given opportunities to access activities and experiences that will engage	Finance manager ensures that those entitled to PP receives	Office Manager	This strategy will be reviewed annually

	school and year-group trips and events	and inspire them. Research shows that pupils taking part in extracurricular activities have a greater sense of self-worth, develop stronger social skills and become more resilient learners.	relevant subsidies. Teachers target specific pupils for clubs and workshops. Records are kept to show pupils' attendance at clubs and trips throughout school.	YGLs	£3500
D, E	Disadvantaged pupils will receive one funded place on an extra-curricular club per half term				
D, E	Disadvantaged pupils will receive a carton of milk and a piece of fruit daily	School-level analysis of relevant data indicates that disadvantaged pupils stop receiving milk once funding ceases after their fifth birthday	Families of disadvantaged pupils will be made aware of the school's offer of funded milk throughout 2020-21		Annually Milk £500 Fruit £250
D	Disadvantaged pupils will receive a uniform bundle at the beginning of each academic year	School-level analysis tells us that disadvantaged pupils 'renew' their uniforms less frequently than their peers throughout their time at our school	Families of disadvantaged pupils will be provided with the Helping Hands vouchers at the start of the academic year 2018-2019. Mid- year starters that are PP will be provided with the vouchers as appropriate		Annually Uniform £1200
D, E, F	Breakfast Club and Magic Breakfast: Provide a healthy breakfast Identify barriers and provide activities e.g. develop phonic knowledge	Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons. We want to reduce pupil absences and improve behaviour and concentration in the classroom	Breakfast club registers Attendance monitoring Discussions with Class Teachers	FW AHT	April 2021 Staffing £1200 Magic Breakfast items £8500
A, B, C, F	Provide stationery and learning resources packs to all pupil premium children Provide Hygiene packs to all pupil premium children Provide a set of (5) high quality, ability appropriate, rich texts to all pupil premium children each term	Pupil premium children are more likely to have been adversely affected by the Covid19 lockdown and school closure. They are less likely to have engaged in home learning.	All PP and vulnerable pupils receive a Stationery and Hygiene pack	Office staff FW YGLs AHTs	Annually Cost of resources/ books/ hygiene packs £3000

E, F	Engaging the families facing most challenges, in particular during the continuing pandemic: Provide digital education for parents through online video presentations targeted towards key areas of the curriculum.	Parental anxieties about returning to school following the lockdown and also parents not being able to come into school as previously	Survey parents to identify needs Feedback from parents after sessions Improvement in home support for target groups	YGLs CTs FWs	Termly
D, E	Provide appropriate safeguarding (L2) training for Family Worker to enable her to support vulnerable pupils with safeguarding/ child protection needs	Individuals who need higher level of safeguarding training to fulfil key roles are required to have Level 2 safeguarding training organisation.	Ability to support key pupils Work with other agencies to support families Monitoring through CPOMs	FW	Autumn Term (£150)
<b>Total budgeted cost</b>					<b>£18300</b>

**Total: £174,083**