



## **Foxdell Junior Pupil Premium Strategy 2019-2020**

Amount of pupil premium funding received 2019-2020

<b>Number of pupils eligible for PP</b>	101	<b>Number of pupils eligible for LAC funding</b>	0
<b>Total PP received</b>	£133320 funding for 1920 (£1320 x 101 pupils) + £91510 c/f from 1819 = <b>£224,830</b>	<b>Total PP LAC expected</b>	£0

### **Our Rationale for Pupil Premium Spending**

At Foxdell Junior our primary goal is to ensure that our children leave us as well-rounded citizens, fully prepared for the next stage in their education.

Looking at this in a little more detail we aim to ensure all our children:

- achieve as highly as they are able
- are academically prepared to thrive at secondary school
- find joy in success, be it academic, sporting, musical, artistic or another area
- are confident at building and maintaining positive relationships
- demonstrate kindness and respect to all people however different or similar they may be
- understand our school's values and why they are important
- have the beginnings of their own set of personal values
- have the self-esteem and self-confidence to make the most of their innate gifts and talents

To achieve these aims with our Pupil Premium children, we use the funding we receive in a variety of ways. Being such a small school some of the interventions we put in place are shared by children who are not in receipt of Pupil Premium in order to make the viable and promote good progress for all children as well as Pupil Premium children.

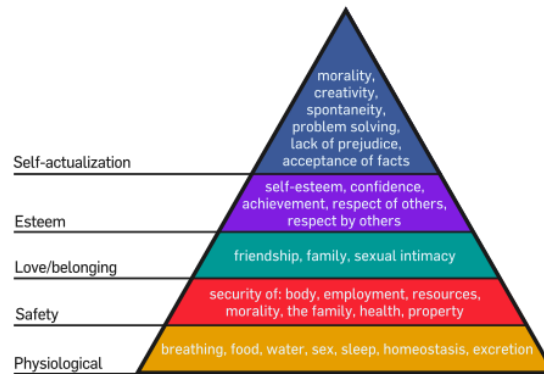
Many of our interventions are linked directly to the curriculum and, in particular, core subjects:

- We provide additional support through small group teaching, 1:1 teaching and in-class support to accelerate progress in all areas of English and maths, as it is widely recognised that attainment in these subjects underpins success across the curriculum at secondary school level.



- We provide technology and access to relevant computer programs which are proven to support learning in the above subjects and across the wider curriculum.
- We provide a range of strategies to support the development of a love of literature and reading.
- We provide regular and sustained forest school experiences for our youngest children with a key emphasis on developing speaking and listening skills, as well as social interaction and problem solving.

Alongside this academic input, we provide a range of interventions to address some of the issues children can experience in their early lives, which if ignored impact on their learning and success in the school environment. To understand the reasoning for these, it is helpful to look at Maslow's hierarchy of need.



This shows, starting at the base and working up towards the peak, what any human being needs in order to thrive. Where elements of this hierarchy are missing, the individual concerned will find it more difficult to fulfil their potential in life. As a school we work in close partnership with our families to ensure all our pupils have all the elements they need in order to achieve their potential. To this end, the school is sometimes able use funding, following careful consideration of individual circumstances, to benefit children in the following ways:

- Help with sourcing uniform
- Transport
- Funding for trips and visits



- Mentoring
- Counselling
- Secondary Transition work
- Effective Communication interventions
- Additional music or sports provision
- Extra clubs and activities
- Breakfast Club
- Social skills workshops and friendship circle work

There is no expectation that all pupil premium children will receive identical support. The allocation of budget for each child feeds into the school's budget for pupil premium, rather being ring fenced for an individual child. Some children will need more than others and each child is individual with individual circumstances. The school considers how to allocate pupil premium money to different interventions and projects on an annual basis, following rigorous data analysis and careful consideration of the needs of the pupils within this group. We use information from the Education Endowment Fund to research those interventions which provide the best results and value for money.

#### **Barriers to future attainment (for children eligible for PP, including more able children)**

<b>In school barriers</b>
<ul style="list-style-type: none"> <li>A. Language and communication skills</li> <li>B. Language barriers impact reasoning in mathematics</li> <li>C. Social and emotional issues preventing some children to learn</li> <li>D. Increase the number of children who achieve greater depth in Reading, Writing and Maths</li> </ul>
<b>External barriers</b>
<ul style="list-style-type: none"> <li>E. Lack of support with learning at home (do not prioritise the importance of supporting learning at home/lack of skills to support)</li> <li>F. Lack of parental engagement (families have English as an additional language)</li> <li>G. Attendance has to be encouraged and monitored by family workers</li> <li>H. Lack of funding to support enrichment activities outside of school</li> </ul>

#### **Desired outcomes**



<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>In school barriers</b>	
A. Language and communication skills	Target disadvantaged pupils in KS2 to make rapid and sustained progress by the end of the year
B. Language barriers impact reasoning in mathematics	Interventions from end of term assessments help to identify what pupils are to be targeted for additional support Increase CPD for mathematics across KS2 to enhance teaching for better learning
C. Social and emotional issues preventing some children to learn	Support provided by family worker and LBC family learning
D. Increase the number of children who achieve greater depth in RWM	Children will make more progress by the end of the year and attainment will be more in-line with PP children nationally Opportunities for learning and engagement increase, by quality first teaching; well-planned lessons, and increased subject knowledge by teachers Support staff are regularly engaging with PP children to help booster attainment in class
<b>a. External barriers</b>	
E. Lack of support with learning at home (do not prioritise the importance of supporting learning at home/lack of skills to support)	Invite parents into workshops and show them how to support learning Reading support for pupils and parents through workshops and events will help to increase both pupils' and parent's communication and literacy skills Additional support/courses provided by family learning team
F. Lack of parental engagement (families have English as an additional language)	Continue to drive the Parental Engagement by regularly discussing age related expectations, attendance and behaviour Reporting to parents on-time and using various software (e.g. Accelerated Reader, Mathletics) Parent Surveys will inform of parental needs



G. Attendance has to be encouraged and monitored by family workers	Family workers are helping to curb attendance issues and keep in contact with families who are in difficult circumstances like social deprivation
H. Lack of funding to support enrichment activities outside of school	Family workers arrange trips for families on a Saturday to provide out of school enrichment

### Key expenditure – how the allocation will be spent

CHOSEN APPROACH	EVIDENCE & RATIONALE	TOTAL ALLOCATION
Teaching and learning consultants focussing on developing classroom practice across the school (Reading, Writing, Maths, Computing, Science)	To support all teachers to develop more effective practice, resulting in improvement in attainment for all pupils. Coaching by education consultants to accelerate impact on teacher pedagogy and teaching and learning. Half termly lesson monitoring conversations with teachers and pupils to monitor impact of teaching on learning. Achievement Meetings and PPMs to analyse and forward plan interventions/targeted support.	£50,000
X2 HLTAs (Y5/Y6 raising attainment and standards)	Additional intervention and support for pupils in upper key stage two for pupils who are required to make accelerated progress, so that they meet their targets.	£40, 000
X2 TAs (Y3/Y4 raising attainment and standards)	Additional intervention and support for pupils in lower key stage two for pupils who are required to make accelerated progress, so that they meet their targets.	£29,830
Aspire Curriculum (nurture curriculum) <b>Aiding, Social, Personal, Inclusive, Responsive Education</b>	A nurture curriculum with specialist teachers to provide a stimulating learning experiences that will enable pupils to self-reflect, gain new coping strategies to improve their learning.	£20,000



Teaching and learning CPD (teachers and support staff) and resources to develop and improve learning across the curriculum. To enable staff to lead master classes/target groups (small group interventions/Lexia) To challenge reading (RG/AR) and maths reasoning (MNP) PPMs	Training and professional development to improve whole school pedagogy for effective classroom practice that will result in improved learning outcomes for all pupils. To close the learning gap for identified pupils who are not making the expected progress or have barriers to learning. To motivate learners to want to close the gap using technology to support learning in classrooms.	£20,000
Y6 Extended School	To close the gap in reading, writing, spelling, maths, science and computing using a holistic and cross curricular approach to ensure pupils are able to make cross curricular links in a fun and engaging manner.	£10,000
Whole School Sports Clubs	Staff to run after school clubs to engage pupil motivation and improve pupil fitness.	£10,000
School Uniform Vouchers for pupil premium	To provide pupils with a school uniform at no extra cost.	£5000
Parental Engagement & Information Sessions	To increase parental engagement as it has a huge impact on pupil learning. To aid parents with the skills and knowledge to support their children with their learning at home.	£5000
Breakfast club, fruit milk	All entitled pupils provided with fruit and milk as part of their five a day. Start to the day with a wholesome breakfast to ensure pupils are mentally alert and ready to learn.	£5000
Enrichment Events	Special days, trips and holiday clubs enable pupils to be exposed to learning beyond the classroom and improve participation and achievement that enhances life experiences.	£20,000
Challenge Days	Enables pupils to experience challenges in a real-life context and enables them to build resilience, determination and increase risk taking.	£10,000
Unplanned Spend	None	£0



Total Allocation- Overall		
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### **How will Foxdell Junior School measure the impact of the Pupil Premium?**

At Foxdell Junior School, the impact of progress on attainment is measured every term after data collection and during pupil progress meetings. Termly tracking of pupils' progress and attainment enables the school to identify pupils that need additional support and to plan and deliver appropriate targeted interventions. The interventions are reviewed during pupil progress meetings and when having termly monitoring learning conversations with teachers, who have the opportunity to show progress and discuss how they have adapted their teaching to improve or accelerate learning. This helps the school to review the impact of interventions and actions to forward plan how the funding will be allocated for further support.

When identifying pupils for targeted support, the school will look at all pupils across the school and identify some pupils who are not eligible for pupil premium funding but will also benefit from the support, especially if their needs are similar to those who are eligible for pupil premium. This inclusive approach enables the pupils to support and motivate each other and progress is made based on individual learning targets.

Pupil Premium Funding and the impact-how it is used a regular agenda item on the Governor's Curriculum and Finance Committee meetings.

Designated Staff Member in charge: Head of School

Nominated Governor:

#### **Dates of Pupil Premium strategy reviews:**

Termly after PPMs (Dec, April)

Annual Review in July 2020

❖ **Subject to Governor Ratification**