

**Sun Hill Junior School**  
**Pupil Premium Grant 2019-2020**



**Pupil Premium 2019-2020 Impact Report**

The Department of Education have advised that due to school closures during the 2020 summer term it will not be possible for schools to effectively evaluate the impact of any pupil premium funding initiatives for the 2019-2020 academic year. This impact report therefore covers the period September 2019 – March 2021 and reflects the ongoing nature of the initiatives due to the disruption to the children’s learning with two periods of lockdown.

**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 (£1320 per pupil), those looked after by the local authority (£2300 per pupil) and the children of armed service personnel (£300).

Pupil Premium Grant (PPG) for 2019-2020		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	
221		27		£26,660	
Date of Next Strategic Review			July 2020		
Our objectives and outcomes		<p>Our objectives and outcomes</p> <ul style="list-style-type: none"> <li>• To carefully track the progress of pupils, respond to their specific needs and ensure appropriate provision is in place</li> <li>• To ensure teaching and learning opportunities meet the needs of all pupils, through variation and differentiation</li> <li>• To raise attainment in reading, writing and maths by accelerating progress so that it is at least in line with national expectations</li> <li>• To develop the curriculum to ensure that subject specific vocabulary is developed across all subjects.</li> <li>• To provide emotional and social support to children</li> <li>• To increase parental engagement through workshops and informal drop in sessions</li> <li>• To improve attendance of PP pupils</li> <li>• To ensure that no child is denied access to extra curricula activities</li> </ul>			
How we’ll spend our PPG					
Issues/Objectives		Initiatives			
To carefully track the attainment		<ul style="list-style-type: none"> <li>• To consider a more accessible assessment system that makes the tracking of groups of children easier for class</li> </ul>			

<p>and progress of PP children</p> <p>To ensure teaching and learning opportunities meet the needs of all pupils, through variation and differentiation</p>	<p>teachers and SLT. (FFT subscription)</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Pupil pathways to be created for all PP children (supply cost for class teacher to meet individually with PP children)</li> <li>• PP Leads and Phase Leaders to monitor effectiveness of pupil pathways</li> <li>• PP Leads to provide support for class teachers with strategies to support children within the class (CPD identified during observations and learning walks)</li> <li>• 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)</li> <li>• PP children identified during lesson observations so that focus questioning can occur by observers. (Observers' release time will be required)</li> <li>• PP Leads to look at pupil premium impact in planning (including planning books), books and pupil interviews</li> </ul>
<p><b>Desired Impact:</b></p> <ul style="list-style-type: none"> <li>• PP children are given quality first teaching to provide them with outstanding learning opportunities</li> <li>• PP children have been successfully tracked and class-based interventions are in place, based on individual curriculum needs</li> <li>• Attainment of PP children has improved to be in line with non PP children in reading, writing and maths</li> </ul>	
<p><b>Update/Impact</b></p> <p>Review of assessment systems for tracking all children but in particular the PP children is ongoing. Due to COVID-19 and the disrupted end to 2019-2020 academic year with most children being out of school from March 2020 until September 2020 in-depth tracking of those children was difficult. This year again the lockdown has prevented detailed assessment during the spring term. This will continue to be reviewed for 2020-2021 academic year. SENCo introduced pupil pathways for SEND children so pupil premium lead focussed on those children who are SEND/PP to review impact again due to COVID-19 it was difficult to determine how successful pupil pathways had been as the academic year was not completed in school.</p>	
<p>To raise attainment in reading, writing and maths by accelerating progress so that it is at least in line with national expectations</p>	<ul style="list-style-type: none"> <li>• To evaluate a variety of reading schemes to use across the school to support the development of reading skills. Therefore, allowing children to progress across the scheme as their reading development.</li> <li>• To use banded reading books that will allow teachers to allocate books that will allow children to read appropriate challenging texts that will develop their reading fluency and their vocabulary.</li> </ul>

<p>To develop the curriculum to ensure that subject specific vocabulary is developed across all subjects.</p>	<ul style="list-style-type: none"> <li>• To develop, during reading, retrieving and recording information and inference skills.</li> <li>• Plus 1 and Power of 2 maths intervention.</li> <li>• To develop the use of bar models in maths to aid visualisation of problems and the ability to solve more complex problems. (CPD for staff on the use of bar modelling)</li> <li>• To embed the use of rich texts to support writing (Literacy Leader and HIAS advisor to work with all year groups on how to plan using rich texts)</li> <li>• Subject Leaders to create subject specific word banks for each project to ensure key vocabulary is taught, revisited, checked for understanding and monitored</li> <li>• Observations, monitoring of planning and book looks to focus on variation of task that supports PP children to progress from their starting points</li> </ul>
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<p><b>Desired Impact:</b></p> <ul style="list-style-type: none"> <li>• PP children are more closely matched to reading books that allow them to develop their reading skills</li> <li>• PP children’s vocabulary is developed in all areas of the curriculum</li> <li>• Attainment of PP children has improved to be in line with non PP children in reading, writing and maths</li> </ul>	
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<p><b>Update/Impact</b></p> <p>Bug Club has been rolled out across the school and all children have been allocated books at their reading level. The teaching of guided reading has been adapted to ensure that children have chance to practise taught skills using parallel texts at their reading level. Reading roles being embedded across the school and incorporated into guided reading planning. During the autumn term 2020-2021 the school is now developing how we teach fluency alongside other reading strategies, this will form part of the 2020-2021 pupil premium plan.</p> <p>Overview of rich texts created. This has needed to be adapted in response to the lockdown and the need to adapt planning to meet children’s current needs. Story time has also been timetabled for everyday so that children are exposed to a range of rich language and texts.</p> <p>Word banks have been created for all curriculum areas. These now need to be referenced and planned into all curriculum areas to ensure development and extension of vocabulary used by the children in spoken and written work.</p> <p>CPD on bar modelling carried out for all staff. This was just prior to the lockdown and therefore needs to be continued and developed in the next PP plan.</p> <p>Impact in these areas are difficult to measure due to the children not being in school for the summer term 2020 and now Spring term 2021.</p>	
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<p>To provide emotional and social support to children</p>	<ul style="list-style-type: none"> <li>• Training for one extra ELSA (Emotional Literacy Support Assistant) to support PP children</li> <li>• A proportion of staffing cost for PP Leads to support children and parents with emotional needs</li> </ul>
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	<ul style="list-style-type: none"> <li>• Cost of external support and outside agencies</li> <li>• Cost of adults to plan, run and review 'Nurture Teas'</li> <li>• 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</li> <li>• Part-fund subscription charges for PSHE resources 'Cost of 'Family Support Worker' who liaises with all agencies and families</li> <li>• Cost of providing breakfast and/or after school provision</li> <li>• Cost of initiatives, e.g. Lego therapy</li> </ul>
<p><b>Desired Impact:</b></p> <ul style="list-style-type: none"> <li>• PP children feel safe and are emotionally ready to engage in learning</li> </ul>	
<p><b>Update/Impact</b></p> <p>Pupils with identified social, emotional or health needs are supported by school staff (particularly in weekly ELSA, Lego therapy sessions) so that the needs are removed or alleviated – families are also closely supported by staff. This will continue next year with the Family Support Worker role being introduced and developed accordingly.</p> <p>The school has two ELSAs who work with those children who work to planned ELSA support programme. These involve managing emotions, self-esteem, emotional security, understanding and expressing emotions, separation, attachment and social stories. ELSAs attended termly ELSA provision meetings.</p> <p>ELSAs liaise with agencies and families and support where necessary.</p> <p>The school has also been part of a pilot, led by Primary Behaviour Service, to develop a well-being programme. This is now being developed across the school and will form part of our 2020-2021 pupil premium plan.</p> <p>Due to the disrupted year this work is ongoing with the children.</p>	
<p>To increase parental engagement through workshops and informal drop in sessions</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• ELSA presence at the school entrance at the start of each day, giving parents and children the opportunity to talk</li> <li>• Release time for PP Leads for Termly workshop/coffee mornings with external professionals, such as nurses, to come and talk to parents of PP children about supporting learning and about their own subject knowledge</li> <li>• Release time for teachers to run specific curriculum workshops, e.g. Curriculum Evenings</li> <li>• Release time and resources for end of unit celebrations – for parents to come and see the work their children have produced.</li> </ul>

	<ul style="list-style-type: none"> <li>• Keeping parents fully informed through our newsletter</li> </ul>
<p><b>Desired Impact:</b></p> <ul style="list-style-type: none"> <li>• Parents are engaged in their children’s learning resulting in improved outcomes</li> <li>• Parents have attended workshops and curriculum evenings to provide them with greater understanding of how to support their children at home</li> </ul>	
<p><b>Update/Impact</b></p> <p>Staff presence at the beginning and end of the day has provided opportunities for worries/concerns/ messages to be more easily passed on to relevant teachers and therefore enabling staff to be able to deal promptly with any potential issues.  Newsletter has been developed to share possible external resources that parents can access.</p> <p>Prior to the pandemic the new curriculum design provided opportunities for children to share project outcomes with parents and project specialists and professionals linked to project area. This will be developed further once COVID-19 restrictions have been removed.</p>	
<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"> <li>• Research into development of Forest Schools or The Muddy Puddle Teacher to support the wellbeing of children</li> <li>• Cost towards extra-curricular provision and staff, e.g. residential trips/music lessons/school clubs/music provision/rock Steady/drama beasts/breakfast</li> <li>• Release time for Inclusion Manager to monitor attendance and contact parents with the Year Leaders and the Head Teacher. Parents are invited in to develop strategies to improve their child’s attendance</li> <li>• Class Attendance Awards given out termly</li> <li>• Cost of admin support in putting together attendance report</li> </ul>
<p><b>Desired Impact:</b></p> <ul style="list-style-type: none"> <li>• Attendance has improved to be in line with non PP children, resulting in children being in school to engage in learning which aims to provide outstanding outcomes</li> </ul>	
<p><b>Update/Impact</b></p> <p>Attendance celebrated during Friday celebration assembly with attendance cup being awarded to class with highest attendance. Weekly attendance reported to parents via the school newsletter.</p> <p>PP children involved in school council meetings, Drama Beasts, music tuition, school trips, before and after school clubs.</p>	

For September 2019 to start of the lockdown in March 2020 Pupil Premium attendance was 91.22% and all children was 95.80% a difference of -4.58%. Phone calls are made to children whose attendance is a concern and support given to the families to ensure children attend school. The head teacher regularly monitors low attendance and letters are sent out to all parents regarding attendance. Attendance will be a target area for 2020 – 2021 focussing on those children with attendance below 90% and putting in measures of support.

Attendance for the autumn term 2020 prior to the January 2021 lockdown was 94.96% and for all children was 96.01% a difference of -1.05%. This has shown an improvement from previous year of +3.53. The attendance lead will continue to monitor attendance of all children during the summer term.

**What was the impact of last year's PPG in respect of end of key stage outcomes.**

Due to COVID-19 SATs were cancelled so all data is from teacher assessments. (TA)

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

<b>Attainment for: 2018-19 ( 3 pupils) SATs</b>	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	33.3% (51%)	78.3 % (71%)
<b>% achieving expected standard or above in reading</b>	33.3% (62%)	78.3% (78%)
<b>% achieving expected standard or above in writing</b>	66.7% (68%)	82.6% (83%)
<b>% achieving expected standard or above in maths</b>	66.7% (67%)	87% (84%)