

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Park Junior School
Pupils in school	202
Proportion of disadvantaged pupils	35%
Pupil premium allocation this academic year	£110,000
Academic year or years covered by statement	2020 to 2022
Publish date	September 2020
Review date	September 2021 and September 2022
Statement authorised by	Richard Gasser
Pupil premium lead	Lynne Robbins
Governor lead	Christopher Poole

## Disadvantaged pupil progress scores for academic year (July 2019)

- Data is missing for July 2020 due to COVID 19 pandemic

Measure	Progress Score
Reading	Reading: -3.68
Writing	Writing: -2.11
Maths	Maths: -3.17

Disadvantaged pupil performance overview for academic year 2018 to 2019	KS2 SATs 2019 – Park Junior School			National Figures 2019 (All)
	All Disadvantaged Children 9 children	Disadvantaged Children Non SEND 4 children	Disadvantaged Children SEND 5 children	
% achieving at least 'Expected Standard', in reading, writing and maths	33%	75%	0%	65%
% achieving at least 'Expected Standard', in reading.	33%	75%	0%	73%
% achieving at least 'Expected Standard', in writing.	44%	75%	20%	78%
% achieving at least 'Expected Standard', in maths.	44%	75%	0%	79%
% achieving at least 'Expected Standard', in SPaG.	33%	50%	20%	78%
% making progress in reading	55%	25%	60%	
% making progress in writing	89%	50%	100%	
% making progress in maths	55%	75%	40%	

## Strategy aims for disadvantaged pupils

Measure	Activity
<p>Priority 1: Phonics to support reading and spelling along with building a culture of reading for pleasure. Building vocabulary.</p>	<p>Ensure all relevant staff have received CPD (Continual Professional Development) that enables them to confidently deliver whole class phonics sessions and/or targeted phonics and 1:1 reading interventions, as appropriate. Ensuring an aspirational vocabulary rich curriculum is delivered across the school.</p>
<p>Priority 2: Writing - the improvement of spelling, punctuation and grammar alongside increased independence.</p>	<p>Ensure all relevant staff have received CPD that enables them to confidently scaffold the learning of children in writing and SPaG to ensure they are achieving in line with their non-disadvantaged peers. Ensuring all relevant staff are delivering high quality spelling sessions across all year groups. Ensuring there are high quality targeted spelling interventions taking place, as and when appropriate.</p>
<p>Priority 3: Maths – The teaching of high quality mastery lessons with assessments used to build on pupils existing knowledge and understanding.</p>	<p>Ensure all relevant staff have received CPD to enable them to deliver high quality teaching using the mastery approach (using manipulatives and representations to re-enforce pupils’ understanding of mathematical ideas). Ensure the introduction of the new assessment procedure is having a significant impact on the attainment of disadvantaged children through high quality teaching and the delivery of Crack It sessions. Teachers are using the assessment to build on pupils’ existing knowledge and understanding.</p>
<p>Barriers to learning these priorities address</p>	<p>The improvement of reading fluency and spelling by addressing the gaps in children’s phonic knowledge. The closing of the word gap with their non-disadvantaged peers to support their reading and writing. The improvement in children’s writing through improved spelling, vocabulary and confidence to work independently. The closing of the gap in pupils’ understanding of mathematical ideas.</p>
<p>Projected spending</p>	<p><b>£2160</b></p>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 22
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 22
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	Sept 22
Other	Improve attendance of disadvantaged pupils compared to the LA average	Sept 22

## Targeted academic support for current academic year

Measure	Activity
<p>Priority 1:</p> <p>Phonics to support reading and spelling along with building a culture of reading for pleasure.</p> <p>Building vocabulary.</p>	<p>Establish phonics and 1:1 reading interventions for disadvantaged children falling behind age related expectations.</p> <p>Buy and embed the use of fully decodable phonics books, where applicable, across the school.</p> <p>Embed the use of Accelerated Reader across all year groups to increase reading for pleasure and to raise attainment.</p> <p>Embed high quality vocabulary teaching and learning across the curriculum.</p>
<p>Priority 2:</p> <p>Writing - especially the improvement of spelling, punctuation and grammar alongside increased independence.</p>	<p>Establish high quality individual and small group sessions in lessons that encourage independence through appropriately scaffolded work.</p> <p>To embed high expectations (for disadvantaged children falling behind age related expectations) with regards to the use of phonics (along with other strategies) to support accurate and improved spelling in children's written work.</p>
<p>Priority 3:</p> <p>Maths – The teaching of high quality mastery lessons with</p>	<p>Embedding the use of maths mastery to raise attainment for disadvantaged children.</p> <p>Establish high quality 'Crack It' sessions across the school to build upon pupils' existing knowledge and understanding, as identified through the new assessment procedure.</p>

assessments used to build on pupils existing knowledge and understanding.	To develop the use of manipulatives and representations across the school to support pupils' engagement with mathematical ideas.
Barriers to learning these priorities address	<p>Embedding the use of phonics to improve reading and spelling.</p> <p>Encouraging a love of reading.</p> <p>Broadening vocabulary to improve Oracy, reading comprehension and spelling.</p> <p>Supporting children to have the resilience and confidence to work independently.</p> <p>Addressing the gaps in pupils' mathematical knowledge and understanding in order to close the gaps.</p>
Projected spending	<b>£87360</b>

### Wider strategies for current academic year

Measure	Activity
Priority 1: SEMH	Funding two Emotional Literacy Support Assistants (ELSAs) to support children with social, emotional and mental health needs.
Priority 2: Attendance and relationships	Funding a part-time Family Support Worker to build relationships with families and support them with attendance
Barriers to learning these priorities address	<p>Removing children's barriers to learning so they are ready to learn.</p> <p>Improving attendance and readiness to learn.</p>
Projected spending	<b>£19,000</b>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and additional cover being provided by HLTAs / senior leaders
Targeted support	Ensuring interventions are able to take place if there are staffing difficulties (E.g. COVID 19 impact).	To ensure that all staff are trained to deliver the interventions to a high standard so any member of the SLT, teaching and/or support staff can step in to take the interventions.
Wider strategies	<p>Engaging the families facing most challenges.</p> <p>Ensuring the most vulnerable children are targeted as a priority for support.</p>	<p>Take time to build trusting relationships with these parents. Have a bank of external agencies to call upon to help support with a wide range of needs e.g. FIS (Family Information Service).</p> <p>To have clear and robust processes and procedures in place for the referral to ELSA support.</p>

## 1. Review of expenditure

### Previous Academic Year: 2019 to 2020

#### Context

From 23.3.20 schools across the country were closed for all children apart from the following:

- Children with EHCPs or those who were considered vulnerable (e.g. the involvement of Social Care) or
- Children whose parents were key workers.

The remit for schools (as outlined in government guidance) was as follows:

- to provide an educational setting for children who needed to be in school because they could be educationally vulnerable (i.e. children with EHCPs), where being at home, without coming to school could make them more vulnerable (i.e. where there could be the involvement of Social Care) or where their parents needed to be in work because they had a key role to play during the pandemic.

During this time, teachers were providing resources to support children's education at school and at home. Teachers and Teaching Partners were working on a rota basis to minimise risk of infection and help prevent the spread of the virus.

From 1.6.20 (Term 6), Year 6 came back in school and all staff were in full time (with the exception of those staff that needed to shield). This enabled us to provide a more structured learning environment for our eldest cohort of children so they were ready for the transition from primary to secondary school (in line with government guidance). A key area of focus, during this time, was their mental health and well-being. To enable us to support our year 6 children, the Y3 to Y5 key worker and vulnerable children were grouped together and a timetable of lessons and interventions (where possible) was put together to help support their personal development.

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: <b>£70,000</b>
<p><b>Writing</b></p> <p>A. Pupils making better than expected progress in writing in order to diminish the difference with their peers (including moving children from EXS - Expected Standard - to GDS).</p> <p>B. SEND: Disadvantaged pupils with SEND pupils make strong progress from their starting point.</p>	<p><b>Writing CPD (Continuing Professional Development):</b></p> <p>Teachers and TPs (Teaching Partners) to receive training so they can deliver high quality teaching and learning within the classroom. CPD to be provided by subject lead and external professionals, where appropriate.</p> <p><b>Staffing:</b> Additional TP support within classes during lessons to reduce the adult / child ratio and to raise attainment, where appropriate.</p> <p>This approach will benefit all learners (including SEND, GDS and potential GDS)</p>	<p><b>The COVID 19 pandemic meant that the desired outcome was <u>not</u> met.</b></p> <p>A program of CPD for teachers was started but postponed due to school closures on 23.3.20 as a result of the COVID 19 pandemic.</p> <p>Webinar training was set for TPs on the following subjects during the partial closure (March 20 to July 20):</p> <ul style="list-style-type: none"> <li>• Oral rehearsal – moving speech to writing. (Helen Prince)</li> <li>• Developing Oracy, Spoken Language and Vocabulary (James Clements)</li> <li>• Becoming a Reader (James Clements)</li> <li>• Decoding, Comprehension and Fluency (James Clements).</li> </ul> <p>As explained in the context above: staffing levels were adjusted due to Government guidance. Also due to</p>	<p><b>Writing:</b></p> <p>This was an unprecedented year due to COVID 19.</p> <p>We have learnt that children need to be receiving high quality teaching and learning from a skilled teacher in order for them to make sustainable progress. We have learnt that Teaching Partners are essential so that focused support and scaffolding can be in place in small groups and 1:1. We have learnt that children learn best when they can engage with their learning in an environment that encourages them to discuss their learning with their peers in an ongoing dialogue. It is not about being able to just complete activities that are set remotely. This knowledge will help inform future remote learning in the event of a bubble closure or national lockdown.</p> <p>Parents and carers played a great role during the period of home learning and whilst schools were closed. We are extremely</p>	

		<p>social distancing and the way schools were required to set up classrooms to support teaching and learning the impact staff could have was restricted. The COVID 19 situation added in additional barriers to progress.</p>	<p>grateful for that. However, it has meant that our most vulnerable children will have been the most hit by the period of lost learning.</p> <p>The impact of COVID 19 on children’s writing will be documented in our Catch Up Plan and new Pupil Premium Strategy (September 20) and that knowledge will be used to inform future school development decisions regarding writing at Park Junior School.</p>
<p><b>Vocabulary Rich Curriculum:</b></p> <p>C. Pupils confidently and articulately explaining their learning using appropriate vocabulary.</p> <p>B. SEND: Disadvantaged pupils with SEND pupils make strong progress from their starting point.</p>	<p><b>Vocabulary Rich Curriculum CPD:</b></p> <p>CPD: Teachers and TPs (Teaching Partners) to receive training so they can deliver high quality teaching and learning within the class room. CPD to be provided by subject leads.</p> <p><b>Staffing:</b> Additional TP support within classes during lessons to reduce the adult / child ratio and to raise attainment, where appropriate. Developing and extending vocabulary will benefit all</p>	<p><b>The COVID 19 pandemic meant that the desired outcome was <u>not</u> met.</b></p> <p>Webinar training was set for TPs on the following subjects during the partial closure (March 20 to July 20):</p> <ul style="list-style-type: none"> <li>• Oral rehearsal – moving speech to writing. (Helen Prince)</li> <li>• Developing Oracy, Spoken Language and Vocabulary (James Clements)</li> <li>• Becoming a Reader (James Clements)</li> <li>• Decoding, Comprehension and Fluency (James Clements).</li> </ul>	<p>Vocabulary remains a key driver in the intent of our curriculum through the following point:</p> <p><b>Oracy:</b>  <a href="#">The vocabulary and skills needed to discuss, persuade and debate issues and ideas in different ways.</a></p> <p>This will continue to be a focus for us as a school as we know that our most disadvantaged children have limited vocabulary acquisition. It is our role to close this gap with their peers.</p>

	learners (including SEND, GDS and potential GDS).	Whilst developing our essential knowledge for the different subjects in our curriculum the importance of vocabulary is acknowledged and so takes a key role.	
<p><b>The 'Making It Stick' Curriculum</b></p> <p>D. Pupils are able to recall their learning and use and apply their acquired knowledge across the curriculum.</p> <p>B. SEND: Disadvantaged pupils with SEND pupils</p>	<p><b>The 'Making It Stick' Curriculum CPD:</b></p> <p>CPD: Teachers and TPs to receive training so they can deliver high quality teaching and learning within the class room. CPD to be provided by subject leads.</p> <p><b>Staffing:</b> Additional TP support within classes during lessons to reduce the adult / child</p>	<p><b>The COVID 19 pandemic meant that the desired outcome was <u>not</u> met.</b></p> <p>Retention was included as a curriculum driver as part of the INTENT of our curriculum because we know our children struggle to retain their learning.</p> <p><b>This is as follows:</b></p> <p><b>Retention</b></p>	<p>We know that our children struggle to retain information and that they need purposeful and engaging ways to support them to retain their learning and to apply what they know in a culture of high expectations.</p> <p>This will be reviewed during the academic year 2020 to 2021 and a decision will be made with regards to the appropriate way to do this as we adapt and develop our</p>

<p>make strong progress from their starting point.</p>	<p>ratio and to raise attainment, where appropriate.</p> <p>The <b>'MAKING IT STICK'</b> approach will provide support and challenge for all learners (including SEND, GDS and potential GDS)</p>	<p>The chance to revisit essential knowledge, skills and understanding to help them remember their learning over time so they can use it to support further learning. They need the chance to build upon their learning across the year and from year to year.</p> <p>Teachers created essential knowledge documents for each subject for each year group which built upon previous learning and developed children's knowledge, skills and understanding over time.</p> <p>Initial training was delivered for English, maths, history and geography with regards to the essential knowledge and high quality teaching and learning. Knowledge organisers were introduced to support children's ability to recall their learning and apply what they know. However, this was disrupted by COVID and the partial closures of schools and the break in learning this created at the time.</p>	<p>curriculum once the essential knowledge is in place.</p>
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		In history and geography a basic, advanced and deepening (BAD) approach to the curriculum was introduced to support the 'Making it Stick' philosophy. Again COVID interrupted this journey.	
<p><b>Maths Mastery</b></p> <p>A. Pupils making better than expected progress in Maths in order to diminish the difference with their peers.</p> <p>B. SEND: Disadvantaged pupils with SEND pupils make strong progress from their starting point.</p>	<p><b>Maths Mastery</b></p> <p>CPD: Teachers and TPs to receive training so they can deliver high quality teaching and learning within the class room. CPD to be provided by subject leads.</p> <p><b>Staffing:</b> Additional TP support within classes during lessons to reduce the adult / child ratio and to raise attainment, where appropriate.</p> <p>The <b>MATHS MASTERY</b> approach will provide support and challenge for all learners (including SEND, GDS and potential GDS)</p>	<p><b>The COVID 19 pandemic meant that the desired outcome was <u>not</u> met.</b></p> <p>Pupil were not able to make greater than expected progress due to the partial closure of schools and the lost learning as a result.</p> <p>The maths subject lead along with a year 6 teacher took part in the mastery training with the regional maths hub. This was the first year of a 2 year project.</p> <p>As a result of the school's involvement with this project, mastery was rolled out across the school and the – do it – twist it – solve it – approach was adopted. Training was provided to staff to support this transition to mastery.</p>	<p>We will continue to take part in the mastery project with the local Maths hub (this is year 2 of this project).</p> <p>The impact of COVID 19 on children's maths will be documented in our Catch Up Plan and new Pupil Premium Strategy (September 20) and that knowledge will be used to inform future school development decisions regarding maths at Park Junior School.</p>

ii. Targeted support				
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 <b>£25,000</b>
<p><b>Reading:</b></p> <p>A. Pupils making better than expected progress in reading in order to diminish the difference with their peers.</p> <p>B. Disadvantaged pupils with SEND pupils make strong progress from their starting point.</p>	<p><b>Reading Interventions</b></p> <p>Running highly effective catch up programmes for those children underachieving or falling behind.</p> <p>Running highly effective extension programmes to move children from EXS to GDS.</p> <p>Accelerated Reader (AR) in place to accelerate the progress of underachieving disadvantaged children.</p> <p>Phonics sessions timetabled for targeted children.</p>	<p><b>The COVID 19 pandemic meant that the desired outcome was <u>not</u> met.</b></p> <p>Pupil were not able to make greater than expected progress due to the partial closure of schools and the lost learning as a result.</p> <p>Precision teaching training was rolled out to teaching partners.</p> <p>Initial training for 1:1 reading focusing on fluency and vocabulary initiated but halted by school closures due to COVID 19.</p> <p>Accelerate Reader purchased and training rolled out to staff.</p> <p>Children set up and already reading the books and quizzing on them.</p> <p>Myon element of AR has been available for children at home due to COVID 19. Home access of MYON analysed and teachers spoke to</p>	<p>Continue with precision teaching and develop 1:1 reading.</p> <p>Continue to use AR and Myon to support engagement and progress in reading.</p> <p>Adapt and improve our use of these systems to accelerate progress.</p> <p>Phonics sessions to take place in Year 3 to fill the gaps from year 2, where applicable and appropriate.</p> <p>The use of Dancing Bears to be reviewed.</p>	

	<p>Dancing Bears (Synthetic phonics) for targeted individuals</p> <p>Precision teaching</p> <p>Reading Comprehension: Cracking Comprehension. Rapid reading. Project Code X. These schemes were undertaken last year and will continue this year and the impact monitored rigorously through provision mapping.</p> <p>CPD for staff so they are skilled at delivery the interventions undertaken within the school.</p>	<p>parents about it when they made their regular calls.</p>	<p>The following reading comprehension schemes to be reviewed: Cracking Comprehension. Rapid reading. Project Code X.</p>
<p><b>Writing: Spelling</b></p> <p>A. Pupils making better than expected progress in writing in order to diminish the difference with their peers.</p> <p>B. Disadvantaged pupils with SEND pupils make strong</p>	<p><b>Spelling:</b></p> <p>Running highly effective catch up programmes for those children underachieving or falling behind.</p> <p>Precision teaching</p> <p>Apples and Pears</p>	<p><b>The COVID 19 pandemic meant that the desired outcome was <u>not</u> met.</b></p> <p>Pupil were not able to make greater than expected progress due to the partial closure of schools and the lost learning as a result.</p> <p>Precision teaching training was rolled out to teaching partners.</p> <p>Precision teaching sessions were started and were beginning to demonstrate a positive im-</p>	<p>Continue precision teaching.</p> <p>Apples and Pears will not be run as intervention next year.</p>

<p>progress from their starting point.</p>	<p>CPD for staff so they are skilled at delivery the interventions undertaken within the school.</p>	<p>pact. Progress was taking place in the interventions and was starting to be demonstrated in their writing books.</p>	
<p>Pupils' psychological barriers to learning are removed.</p>	<p><b>Emotional Literacy Support</b></p> <p>ELSA (An Emotional Literacy Support Assistant) to work with targeted children to support their social and emotional well-being and prepare them to be ready to learn.</p> <p>Funding the salary of one ELSA.</p> <p>Funding the training of an additional Teaching Partner to become an ELSA.</p> <p>Funding the salary of a Family Support Worker (FSW) to work with parents and children.</p> <p>To support non-contact time for teachers so they can work with the ELSA to ensure the work from this intervention can be embedded in classroom practice.</p>	<p><b>The desired outcome was <u>partially met for some of the children attending school.</u></b></p> <p>The ELSA programme continued, where possible, but the impact was limited due to COVID 19. This was a result of the partial closure of schools and the ELSA being unable to work with them remotely. Interventions were able to continue with children in school but the need to keep the integrity of the bubbles made this complex.</p> <p>The ELSA training stalled due to COVID 19. It continued remotely into the academic year 2020 to 2021. This ELSA is now on maternity leave.</p>	<p>The ELSA to work closely with upper KS2 where the need is greatest and where the interventions can be taken directly into class.</p>

**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 <b>£2,000</b>
Increased attendance rates for pupils eligible for PP.	<p>Fund breakfast club.</p> <p>Fund a Family Support Worker (FSW) to work with parents to overcome barriers to non-attendance.</p> <p>Fund non-contact time for the attendance Lead to work alongside the FSW.</p> <p>To track the attendance percentages of disadvantaged; disadvantage SEND and disadvantaged girls and boys separately so patterns and trends can be identified to help raise attendance levels.</p>	<p><b>Due to COVID, we were <u>not</u> able to track the impact effectively on the attendance for pupils eligible for PP.</b></p> <p>Breakfast club continued for children attending school during the partial closure of schools.</p> <p>The FSW continued to work with vulnerable children on site, where possible and safe to do so, whilst keeping the integrity of the bubbles.</p>	<p>Continue with breakfast club in line with COVID risk assessment, where applicable.</p> <p>Attendance Officer role to be created for academic year 2020 to 2021.</p> <p>FSW handed in her notice Term 2 2020. Her attendance job role will be picked up by the Attendance Officer.</p>	