

Annfield Plain Junior School

Pupil Premium (Disadvantaged) Strategy Statement and Evaluation 2020-21

1. Summary information

Academic Year	2020-21	Total PP Budget	£99,495 - Jan 20	Date of most recent PP review	September 2020
Total number of pupils	137 Jan 20 144 Sept 20	Total number of pupils eligible for PP	67 (49%) January 2020 75 (52%) September 2020	Date for next internal review	July 21 evaluation

Disadvantaged Pupil Outcomes 2020 *Teacher Assessment March 2020	At expected standard 10 out of 31 pupils disadvantaged				At higher/greater depth standard			
	School disadvantaged	School difference from national others	National others	National disadvantaged difference from national others	School disadvantaged	School difference from national others	National others	National disadvantaged difference from national others
Attainment in Reading KS2 *	80%	-	-	-	20%	-	-	-
Attainment in Writing KS2 *	70%	-	-	-	10%	-	-	-
Attainment in GPS KS2 *	70%	-	-	-	20%	-	-	-
Attainment in Maths KS2 *	70%	-	-	-	40%	-	-	-
Attainment in Reading, Writing & Maths *	50%	-	-	-	10%	-	-	-

2. Barriers to future attainment (for pupils eligible for PP, including LAC/SGO)

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A	Oral language skills are often lower for disadvantaged children than non-disadvantaged children which slows reading progress/vocabulary development in subsequent years. Pupil premium is high in current year groups 2020-21: Year 3 (47%), Year 4 (47%), Year 5 (56%), Year 6 (59%) School 53%, (national 30%)
B	On entry PP pupils have often attained below non-PP in all core subjects and in some year groups attainment at KS1 places them in the lower ability groupings.
C	Higher percentage of PP children experiencing social and emotional barriers to learning; by KS2 many PP children are already working with external services and often present with complex social and emotional needs.
External barriers	
D	High levels of deprivation results in children having limited opportunities to access experiences that enhance their vocabulary for reading and writing.

3. Outcomes

<i>Desired outcomes and how they will be measured</i>		<i>Success Criteria</i>
A	Maintain a high percentage of PP achieving expected + at end of KS2 in Reading and Maths.	PP pupils gap varies dependent on the cohort, 2021 cohort has high pupil premium and SEND – low achieving cohort.
B	Improved PP outcomes in core subjects for those year groups where PP are achieving lower than non PP; reviews will take place in February and June.	Pupils eligible for PP will make rapid progress, the gap will narrow in those year groups where there are gaps and a greater percentage will achieve age related expectations (ARE) by the end of KS2. Specific targets: to be assessed in October, February and June.
C	Improved emotional well-being and academic achievement for children experiencing social and emotional barriers to learning allowing them full access to curriculum and improved achievement; supported through school's range of social and emotional interventions and external services.	Pupils eligible for PP with social and emotional barriers to learning will make rapid progress and a greater percentage will achieve ARE. Lockdown 2020 an additional barrier and continued high absence from school due to coronavirus.
D	Improve children's vocabulary for reading and writing which will enrich their life experiences and impact upon their language development, personal and social development and achievement.	Pupils eligible for PP will make rapid progress and a greater percentage will achieve ARE in reading and writing.

5. Planned expenditure					
Academic Year		2020-21			
Targeted support for core subjects through interventions.					
Desired outcome: A & B	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	Evaluation
<p>Improved narrowing of gap for percentage of PP pupils attain expected+ at end of KS2 in Reading, and Maths than 2019.</p> <p>Gaps for core subjects for PP pupils compared to non PP narrowed where gaps have been identified from entry data.</p> <p>Reading Plus Whole School Licence £9,000 for 3 years (2nd year £3,000)</p> <p>Additional LSA to support pupils with significant catch-up need £18,426</p>	<p>LSA interventions to target catch up groups for:</p> <p>RWI; RWI Freshstart; Letters & Sounds; Reciprocal Reading; Reading Plus; Maths tuition groups; Vocabulary staff training.</p>	<p>EEF teaching and learning toolkit - review of evidence of impact of high quality additional adult feedback: <i>High impact for very low cost based on moderate evidence. (+8)</i></p>	<p>NFER tests mid year NFER tests end year Gap Analysis RWI progress tests Analyse gaps of PP and non-PP High quality interventions, group work and class teaching.</p>	<p>SLT Class teachers SENCO for SEND interventions</p>	<p>Reading plus used throughout year and during lockdown which for most children allowed quality reading guidance, leading to good progress for PP pupils.</p> <p>40 pupils targeted for FFT Lightning Squad reading catch-up and 100% met targets.</p> <p>SATs did not take place but pupil meeting reading progress in June tests was: Y3 79% Y4 78% Y5 81% Y6 56%</p>
<p>Total budgeted cost: LSA Intervention 2.0 = £51,100 Maths group tuition = £5,000 Vocabulary staff training £1,200 Reading Plus Licence for 2020-21 £3,000 LSA to support pupils Y3 significant need £ 18,426</p>					<p>£77,726</p>
Desired outcome: C	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	Evaluation
<p>Improved emotional well-being and academic</p>	<p>LSA social and emotional interventions:</p>	<p>EEF teaching and learning toolkit - review of</p>	<p>Track progress of children who are</p>	<p>SLT Class teachers</p>	<p>School counsellors worked with pupils</p>

<p>achievement for children experiencing social and emotional barriers to learning allowing them full access to curriculum and improved achievement.</p>	<p>-one-to one Listening Matters; -small groups Getting Along, Socially Speaking, Relax Kids, Talkabout, Rainbows Bereavement Counselling, supervision of mediators & buddies.</p> <p>Service Level Agreements for external services: -Early Intervention Service (£7,200) -Crisis Response (£1,578) -Counselling Service (£6,480) -Education Psychology Service (£1,800) Total = £15,438</p>	<p>evidence of impact of social and emotional learning:</p> <p><i>Moderate impact for low cost based on extensive evidence. (+5)</i></p>	<p>undertaking social and emotional interventions.</p> <p>Feedback from pupils, parents, staff.</p>		<p>through second lockdown in spring 2021.</p> <p>All social and emotional interventions took place in summer term, supporting SEMH students and all students with an increased focus on daily PSHCE, relax kids and wellbeing sessions with external providers.</p> <p>This ensured pupils accessed their curriculum and their SEMH needs were met.</p>
<p>Total budgeted cost: LSA internal social and emotional interventions (0.5 sessions) £12,500 external SLA £17,058</p>					<p>£29,558</p>
<p>Desired outcome: D</p>	<p>Chosen action/ approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure that it is implemented well?</p>	<p>Staff Lead</p>	<p>Evaluation</p>
<p>Improve children's vocabulary for reading and writing which will enrich their life experiences and impact upon their language development, personal and social development and achievement.</p>	<p>HT teaches 0.6 January to May to decrease Y6 class size and provide focused support for pupils. No cost</p>	<p>EEF teaching and learning toolkit - review of evidence of impact of high quality additional adult feedback: <i>High impact for very low cost based on moderate evidence. (+8)</i></p>	<p>Progress in reading of high ability pupils in Y4, Y5 and Y6.</p> <p>Work scrutiny.</p> <p>KS2 Results 2020.</p>	<p>SLT</p> <p>English co-ordinator</p> <p>Class Teachers</p>	<p>HT did not teach due to covid.</p> <p>Progress in reading was satisfactory, despite lockdowns – see above for figures.</p>

Improve KS 2 outcomes for E+ in core subjects					
Total budgeted cost: No cost					£0

Total Budgeted Cost 2020-21: £107,284

Pupil Premium Allocation 2019-20: £99,495

6. Review of expenditure						
Previous Academic Year			2019-20			
(i) ACADEMIC INTERVENTIONS						
Desired outcome:	Actions:	Impact:			Evaluation:	Cost
Reading, Writing, Maths and GPS – All pupils, including Pupil Premium pupils making good progress with new curriculum; catch up interventions ensuring good progress made.	LSA interventions: -Read, Write Inc; -Freshstart; -Letters & Sounds; -Reciprocal Reading; -Catch Up Maths Tuition; -Booster Y6 Tuition; -Reading & Maths staff training.	Year 6 results in section 2 current attainment.			The successful impact of these interventions will lead to them being continued next year for catching up slow moving/ gap pupils & groups.	£55,800
		Attaining expected range June 2020 using NFER tests increasing – no results due to lockdown				
		%	R	W	GPS	M
		Y 3	-	-	-	-
		Y 4	-	-	-	-
		Y 5	-	-	-	-
		Sufficient Progress June 2020 – no results due to lockdown				
		%	R	W	GPS	M
		Y 3	-	-	-	-
		Y 4	-	-	-	-
		Y 5	-	-	-	-
(ii) SOCIAL and EMOTIONAL INTERVENTIONS						
Desired outcome:	Actions:	Impact:			Evaluation:	Cost
Improved emotional well-being and academic achievement for children experiencing social and emotional barriers to learning allowing them full access to curriculum and improved achievement.	LSA social and emotional interventions: -Listening Matters; -Getting Along; -Social skills programme; -Relax Kids; -Bereavement Counselling; -Supervision of Mediators and playtime pals. PSA support.	Pupils, staff and parents all value the additional support given to those pupils experiencing social and emotional barriers to learning.			Successful impact which will continue next academic year, targeting those pupils who need additional support for a variety of social and emotional reasons.	£27,983

	External Services SLAs: -Early Intervention Behaviour Service; -Crisis Response; -Educational Psychology Service; -GRT Service.	Feedback indicates that this allows pupils to overcome barriers and achieve in meeting their academic targets.		
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