

Netley Abbey Junior School Pupil Premium Strategy Statement



School mission statement

At Netley Abbey Junior School we believe that each child should have a secure and caring environment in which they are valued and respected as individuals. We encourage and support personal achievement and the development of independence and personal responsibility. Respect for other people and their property is central to this. We believe this helps to encourage self-confidence and pride in achievements which support the development of each child's full potential. We value close and positive relationships with parents and people in the wider community who work in partnership with the school, to enrich and expand the educational experiences of children in our school. We deliver high quality teaching and offer a stimulating and challenging curriculum. At all times, we endeavour to create a happy and positive atmosphere throughout the school.

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/21:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

Rationale for Pupil Premium Spending

Key objectives and principles:

Netley Abbey Junior School believe in enabling all children “To be the best they can be” by striving to provide a secure and challenging environment that stimulates the development of all pupils. We recognise that some students have different starting points in life and these pupils must be identified, supported and challenged in order to ensure their individual needs are met within and outside the curriculum. The aim of this policy is to provide guidance as to how we meet the needs of Pupil Premium Children in keeping with our ethos and aims of providing high quality learning experiences for all.

Aims

- To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- To support our Pupil Premium children and give them access to every opportunity to achieve to their potential and enjoy learning.
- To fulfil our schools’ role as corporate parents to promote and support the education of our Pupil Premium children, by asking the question, ‘**Would this be good enough for my child?**’
- Raise expectations and aspirations for all pupils.
- Be inclusive.

Pupil Premium Strategy Group

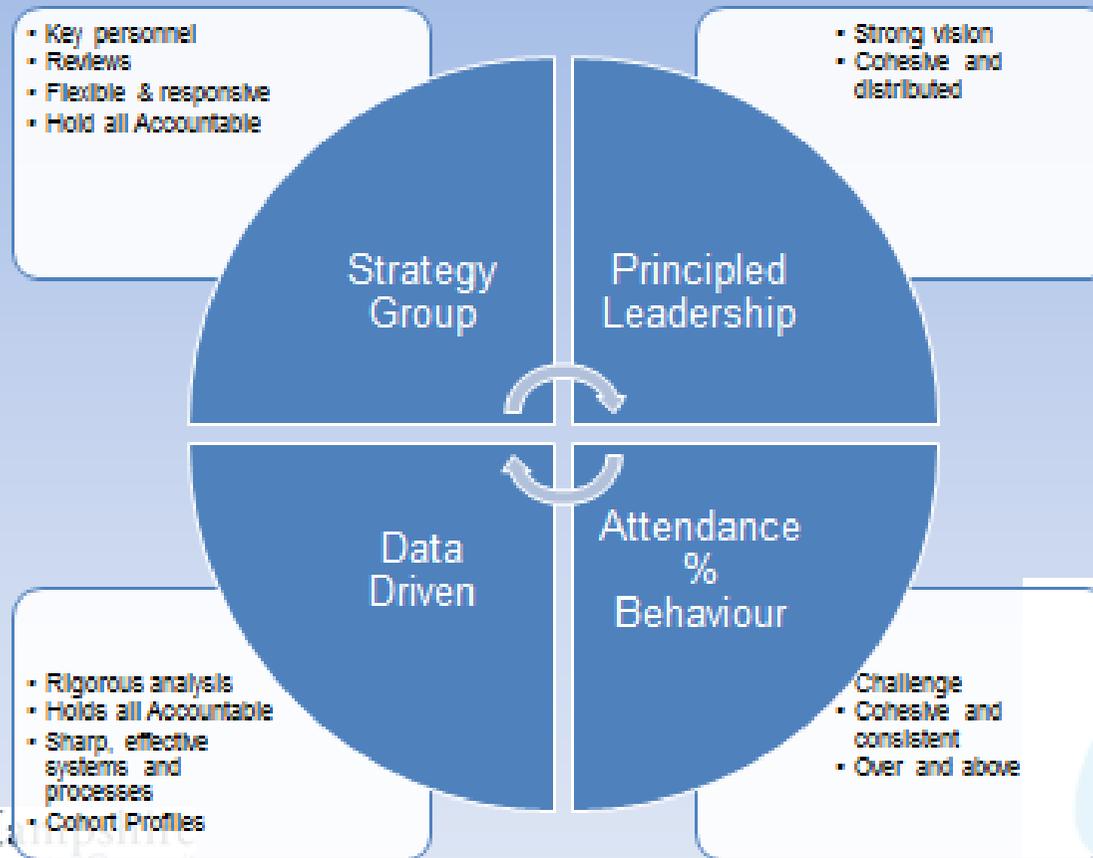
Team member	Role
Sarah Thomas	PP Governor
Shirley Nicholas-Bond	Headteacher
Rosie Tebbutt	Head of School
Lizzie Fulton	Pupil Premium Champion

Current Profile						
Year	2020-21	Number of Pupils eligible for PP	74	Breakdown of PP Pupils		
NoR	345	Total PP budget	£105,545	FSM/Ever 6	Service	LAC
Date of Statement	30.09.20	Review Date(s)	17.12.20 29.03.21 05.07.21	61 FSM 8 Ever6	2	(post) 3

Cohort Profile of Disadvantaged Pupils					
Year Group	Number and % of disadvantaged pupils eligible for PP	Number and % of pupils on SEN register	Lower Attaining Pupils from EYFS or KS1 R/W/M	Middle Attaining Pupils from EYFS or KS1 R/W/M	Higher Attaining Pupils from EYFS or KS1 R/W/M
Year 3 (81)	15	6 7%	No KS1 data	No KS1 data	No KS1 data
Year 4 (90)	18	6 6%	6/8/7	9/9/10	3/1/1
Year 5 (84)	19	9 10%	5/8/4	13/10/13	1/1/2
Year 6 (90)	22	5 5%	5/10/8	12/11/11	5/1/3

School Pupil Premium Strategy





Pitch, Progression,
Potential

Culture &
Engagement

Great
Teaching

Access, Equality,
Strong Foundations

Thinking, Reflection
& Motivation

Current Attainment KS2 (2019)				
Percentage reaching expected standard	School PP Outcomes	School Non-PP Outcomes	Gap	National Non-PP Outcomes
Reading, Writing & Mathematics combined	47%	75%	28%	71%
Reading	59%	84%	25%	78%
Writing	71%	91%	20%	83%
Mathematics	59%	89%	30%	84%

Current Progress (2019)				
	School PP Outcomes	School Non-PP Outcomes	Gap	National Non-PP Outcomes
Reading	2.0	1.8	0.2	0.3
Writing	0.9	2.0	1.1	0.3
Mathematics	-1.3	0.9	2.2	0.4

Key Challenges for Pupil Premium Pupils

1 Each cohort has specific learning barriers which need to be quickly identified and gaps closed due to the global pandemic.	
2 High attaining pupils who are eligible for PP funding are making less progress than other higher attaining pupils.	
3 The low emotional literacy of some pupils eligible for PP funding is effecting their resilience in class and therefore having a detrimental effect on their academic progress.	
4 Attendance figures for children eligible for PP funding are below other pupils; this reduces the school hours and causes them to make less progress.	
Summary allocation of funding	Expenditure
Teaching and Learning <ul style="list-style-type: none"> • Provision, Intervention and Programme • Small group teaching from leadership • HIAS support • Excellence network • Let's think in English course • Additional SENCO hours • Speech and Language Assistant • Booster classes • PPC TLR • Attendance officer • Behaviour for Learning Lead 	£80,240
Emotional, social and behavioural support <ul style="list-style-type: none"> • Nurture provision • Thrive approach subscription • ELSA provision • Friends4Life training • Zones of regulation 	£29,643
Enrichment <ul style="list-style-type: none"> • Additional funding for trips and residential 	£3,000

<ul style="list-style-type: none"> Letterbox Club Peripatetic music lessons 					
Total Expenditure		£112,883			
School Improvement Plan priorities for disadvantaged pupils					
Area of Focus	Expected Impact	Actions	Resources/ Timings	Monitoring	Evaluation / Impact
To address cohort-specific areas for development	<p>To identify the gaps in learning following the global pandemic.</p> <p>Teachers to use first quality teaching to close the gap to raise attainment.</p>	<p>Increase of SENCO hours</p> <p>Pupil Premium Champion employed to ensure disadvantaged pupils make higher rates of progress</p> <p>Speech and Language Assistant employed</p> <p>Targeted Teaching allocation.</p> <p>All year 6 pupils to receive booster classes to make greater progress</p> <p>Teacher from year 6 to deliver additional support for identified groups of children using catch up funding.</p>	<p>Full time employment for SENCO</p> <p>TLR funding plus release time</p> <p>7 hours of Speech and Language intervention</p> <p>10 hours cover for key staff to deliver TT sessions.</p> <p>Overtime payment for teachers delivering booster classes</p>	<p>PPC/SENDCO will monitor the progress of those pupils who are both SEN&PP</p> <p>DHT to line manage PPC with regular performance reviews</p> <p>SENCO to monitor assessment data of those receiving SALT</p> <p>Termly monitoring by DHT&PPC</p> <p>Half-termly monitoring by PALs</p>	

<p>Maintain the number of disadvantaged pupils who are achieving the greater depth standard</p>	<p>Attainment for disadvantaged pupils will improve.</p>	<p>Training for staff to unpick what greater depth looks like in every year group and how we can achieve this standard with more children</p> <p>Let's think training delivered to all staff.</p> <p>T&LDL and DofT&L to attend excellence network</p> <p>Higher attainers in year 6 will have booster sessions.</p> <p>Higher attainers in year 6 will have targeted teaching sessions.</p>	<p>Higher Attainers leader to train staff.</p> <p>Overtime payment for teachers delivering booster classes</p>	<p>Half-termly monitoring by PPC & DofT&L</p>	
<p>To ensure that disadvantaged children know how to cope with a wide range of emotions, regulating these appropriately showing they are being responsive to them.</p>	<p>Pupils will be more resilient and accountable for their achievements and barriers faced in their own learning.</p> <p>Pupils will have access to wider opportunities outside the curriculum areas.</p> <p>Higher attaining pupils will be more confident in the fluency, independence and resilience.</p>	<p>Children who are identified using Boxall Profiling will receive nurture provision.</p> <p>Disadvantaged pupils will have access to ELSA intervention where needed</p> <p>All pupils will be assessed using the Thrive Approach and be given intervention and support based on these needs</p>	<p>Employment of a Nurture Group leader and assistant. Training of new leader.</p> <p>Provision of ELSA</p> <p>Annual subscription of Thrive assessments LSA hours to deliver key interventions</p>	<p>Boxall profiles to be monitored by SENCO</p> <p>SENCO to monitor SALT assessments</p> <p>SENCO to monitor how staff and pupils approach conflict management</p>	

		<p>All staff will be trained to teach 'Zones of regulation' which will be delivered in each year group. Small groups will take place for catch up.</p> <p>Pupils will have access to all trips and visits</p> <p>Pupils will have access to peripatetic music lessons led by a specialist</p> <p>High attaining pupils will be invited to a deeper thinking club</p>	<p>SENCO training time Learning Support Assistant time to deliver intervention</p> <p>Trips and visits will be subsidised where needed</p> <p>Music lessons will be subsidised</p> <p>Club to be run after school.</p>	<p>SENCO to monitor progress of pupils receiving Thrive intervention</p> <p>Business manager to offer funding support where necessary</p> <p>Business manager to allocate funding</p>	
<p>The attendance figures of disadvantaged pupils will increase.</p>	<p>The work of the attendance officer and B4LL will have a positive impact on attendance and parental support/involvement.</p> <p>In the event of isolation or local lockdown, class teachers will monitor each PP child to ensure they are accessing the work.</p>	<p>Increase the capacity of the attendance officer</p> <p>B4LL will monitor attendance. The B4LL will work closely with families.</p> <p>PPC will keep in contact with class teachers and monitor this.</p>	<p>Additional hours for office staff in order to monitor attendance.</p> <p>B4LL employed to liaise with parents to support where attendance is below expectations.</p> <p>Phone calls home or contact on Seesaw from class teacher.</p>	<p>PPC to monitor the attendance of disadvantaged pupils</p>	

The impact of the funding allocations and improvements outlined in the PP strategy 2018-19

Teaching and learning

Each cohort has specific learning barriers which need to be quickly identified and gaps closed.

Due to the global pandemic, this information is based on the data from February. We know that our disadvantaged children make more progress in the summer term due to the recursive nature of our curriculum. Therefore, we would have predicted the gaps to close in the summer term if given more time.

- In year 6, the gap had started to close in reading.
- In years 3, 4 and 5 greater progress was needed in reading.
- In year 3 the gap was closing in writing
- In years 4, 5 and 6 greater progress was needed in writing.
- In year 6 the gap was closing in maths
- In years 3, 4 and 5 greater progress was needed in maths.

High attaining pupils who are eligible for PP funding are making less progress than other higher attaining pupils

Due to the global pandemic, this information is based on the data from February.

- All higher attaining pupils were tracked and provided with targets specific to them to close the gaps.
- In writing, years 4, 5 and 6 GDS is in line or above with entry data.
- In maths, year 6 GDS is in line or above with entry data.
- In reading, year 6 GDS is above KS1 entry data.

Emotional, social and behavioural support

The low emotional literacy of some pupils eligible for PP funding is effecting their resilience in class and therefore having a detrimental effect on their academic progress.

- During the global pandemic, all disadvantaged families were contacted via Seesaw or through phone calls to ensure they could access the learning that was set. Engagement was monitored throughout partial closure. Food hampers were provided for all families who wanted them giving opportunity for face to face contact.

Attendance figures for children eligible for PP funding are below other pupils; this reduces the school hours and causes them to make less progress.

- Pupil premium attendance was 92.7% compared to 97.14 for non-pp children. (September 19 to March 20) 4.44% (higher than previous year). Due to the pandemic, children were isolating or kept off school prior to the national lockdown. The attendance officer tracked the children fortnightly and the parents were frequently contacted.