



Junction Farm Primary School Pupil Premium Grant Academic Year 2019 – 2022

This is a review of the Pupil Premium spend last academic year. Due to COVID-19 not all actions could be completed. The strategy will continue into 2020/21.

Summary

The purpose of this document is to demonstrate how Junction Farm Primary School intends to spend the Pupil Premium Grant received during the academic year 2020/21. Our approach to spending pupil premium is detailed in this pupil premium strategy. We continually identify and monitor those children who require support (including those who become eligible mid-year, such as children who qualify for free school meals or join school as a looked after or services child). The grant is an amount per child and although it is intended that schools use this money to close the gap in attainment between pupils and their peers, at Junction Farm Primary School we ensure that the Pupil Premium Grant children not only progress academically, but also become more confident, motivated individuals, by providing opportunities for cultural, personal and social development. Money is spent based on the child's individual needs and interests. Parents of children receiving the Pupil Premium Grant are informed about the allocation of money through meetings, letters and emails from school.

From our analysis you will see that Pupil Premium Grant children at Junction Farm Primary School perform on the whole as well as or better than non-Pupil Premium Grant children; there is little or no attainment gap. In cases where there is a gap, staff swiftly identify where a child needs further support, resources or teaching.

All members of staff and governors accept responsibility for Pupil Premium Grant pupils and are committed to meeting their pastoral, social, and academic needs within a caring special school environment. This is an essential, integral part of the supportive ethos of the whole school community. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need and success is celebrated.

3 Year Pupil Premium strategy plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan		2020/21	
CURRENT PUPIL INFORMATION 2019			
Total number of pupils:	377	Total pupil premium budget:	£43,590 (37 pupils)
Number of pupils eligible for pupil premium (Funded):	37 – 9.8%	Amount of pupil premium received per child:	Pupil Premium - £1345 (28) Child in Care - £2345 (3) Virtual School. Adopted from care - £2345 (2) Service Premium - £310 (4)
Number of pupils on pupil premium register:	50 – 13.2%		

COHORT INFORMATION (ALL PUPIL PREMIUM)		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	26	52%
Girls	24	48%
SEN support	10	20%

COHORT INFORMATION (ALL PUPIL PREMIUM)		
EHC plan	4	8%
EAL	3	6%

Assessment data

EYFS 18-19 (19-20 DATA UNAVAILABLE DUE TO COVID-19)						
	Pupils eligible for PP	All pupils	National average	Data from previous 3 years PP		
				2015-16	2016-17	2017-18
Good level of development (GLD)	N/A	89%	/	100%	N/A	100%
Reading	N/A	93%	/	100%	N/A	100%
Writing	N/A	89%	/	100%	N/A	100%
Number	N/A	91%	/	100%	N/A	100%
Shape	N/A	91%	/	100%	N/A	100%

YEAR 1 PHONICS SCREENING CHECK (19-20 DATA UNAVAILABLE DUE TO COVID-19)						
All pupils	Pupils eligible for PP	National average		Data from previous 3 years PP		
				2015-16	2016-17	2017-18
95%	100%	82%		100%	100%	100%

END OF KS1 (19-20 DATA UNAVAILABLE DUE TO COVID-19)						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years PP		
		School average	National average	2015-16	2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	100%	96%	/	75%	50%	33%
% making expected progress in reading	100%	82%	78%	75%	75%	67%
% making expected progress in writing	100%	80%	73%	75%	50%	67%
% making expected progress in maths	100%	88%	79%	75%	75%	67%

END OF KS2 (19-20 DATA UNAVAILBALE DUE TO COVID-19)						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years PP		
		School average	National average	2015-16	2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	78%	95%	71%	57%	67%	83%
% making expected progress in reading	78%	98%	78%	71%	100%	83%
% making expected progress in writing	94%	98%	83%	86%	67%	100%
% making expected progress in maths	94%	100%	84%	71%	100%	100%

ATTENDANCE DATA		
	Strengths	Weaknesses
Attendance data based on 3 terms 2018-19 (19-20 DATA UNAVAILBALE DUE TO COVID-19)	Pupil Premium - 96.81% Non Pupil Premium – 96.51% Authorised Pupil Premium – 2.32% Authorised Non Pupil Premium – 2.67% Unauthorised Pupil Premium – 0.87% Unauthorised Non Pupil Premium – 0.82% Pupil Premium Persistent absence – 1 Non Pupil Premium Persistent absence - 26	Year 1 unauthorised absence – 1.85% Year 4 persistent absence.

LONG-TERM PLAN (3 YEAR TIMESCALE):

1. To allow children to have equality of experience and opportunity compared to their more affluent peers.
2. To allow children to develop resilience and independence to reach their full potential and be aspirational for their future. To provide support for the mental health and well-being of disadvantaged children.
3. To allow children who have a lower starting point on entry to school to access quality support; there are pupils that require additional support academically, socially and emotionally.
4. To provide support for a number of families who require additional support from outside agencies.

PRIORITY 1 - To allow children to have equality of experience and opportunity compared to their more affluent peers.

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. Limit the number of pupils that miss opportunities to attend residential, due to parents not having the funding.	To fund educational visits and 50% of the cost of residential trips so that cost is not a barrier to children accessing these visits. Use of Service Premium Grant for Service Pupils (25% Funding).	CH	On-going	Parent information sessions.	Number of Pupil Premium children who attend school residential.	100% Disadvantaged children participate in activities and events.

<p>2. Increase numbers of disadvantaged children that take part in after school activities.</p>	<p>To fund after school activities allowing disadvantaged children to take part.</p> <p>Not applicable for Service Pupils.</p>	<p>CH</p>	<p>Autumn 2019 then On-going</p>	<p>Outside providers. Staff to run clubs. Parentmail. Organisation of timetable.</p>	<p>Number of Pupil Premium children who attend extra-curricular activities.</p>	<p>Disadvantaged children to attend extra-curricular activities, boosting confidence and enthusiasm and improving attendance in school.</p>
<p>3. To ensure pupil premium children have access to a wide range of opportunities. To enrich the curriculum and allow children to develop talents and skills.</p>	<p>To fund music tuition allowing disadvantaged children to take part.</p> <p>Private Music lessons via Eggescliffe are beyond the financial reach of some parents/carers and therefore children can not partake. All children who express an interest can be offered the opportunity.</p> <p>Not applicable for Service Pupils.</p>	<p>Eggescliffe Music Service.</p>	<p>On-going</p>	<p>Instruments provided by Eggescliffe Music Service.</p>	<p>Children being highlighted by specialist teachers as having potential.</p>	<p>Disadvantaged children to excel during curricular music sessions.</p>

Disadvantaged pupils will have the same opportunities to access learning experiences inside and outside of school.

PRIORITY 2 - To allow children to develop resilience and independence to reach their full potential and be aspirational for their future. To provide support for the mental health and well-being of disadvantaged children.

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. To increase reasoning and problem solving skills.	Provide a Chess Curriculum in school to develop children's reasoning, mathematical and resilience skills.	SD	Summer 2020	Chess equipment	Chess is a focused and interactive way to engage children. Application of key skills evident.	Increase in resilience and skills when tackling reasoning and problem solving.
2. To increase aspirations and to take responsibility for the presentation of work.	To provide individual pupil writing and mathematics books.	HW	Autumn 2019 then On-going	Design, order and purchase of new English and Mathematics books.	Multiple book reviews at periodic points during the academic year.	Increased presentation of pupil work. To have books that the children are proud to 'show off'. To have a clear learning journey with appropriate targets and next steps.
3. To improve communication with the families of vulnerable children.	Funding of the Marvellous Me reward and praise system. For pupils to have their achievements and successes recognised consistently and shared on a regular basis. Use of Service Premium Grant.	CB	Autumn 2019	To purchase license and set up accounts for Marvellous Me.	Weekly trackers will indicate use in accordance with school policy. Monitor users.	Clear and concise communication, with focus on success. At least two Marvellous Me's to be sent home weekly.
3. To improve peer relationships and self-esteem.	Effective delivery of Theraplay.	AG	On-going	Associated resources as per session. CPD for another member of staff.	Half-termly monitoring. Feedback from pupils, parents and staff.	Increase in self-awareness, self-esteem and peer relationships with clear strategies in place.

4. To ensure CIOC children have a positive start to each school day.	Breakfast Club funded for CIOC children.	AC	Autumn 2019 then On-going	Purchase of food items.	Weekly register.	To ensure a positive start to the school day with a further opportunity to spend time in different social contexts, with a range of peers.
5. To access extended opportunities in and out of school for CIOC.	The LAC Hub and organised activities will boost social interaction skills and offer a wealth of first-hand experience in a variety of contexts.	IC/CH/KN	Autumn 2019 then On-going	Materials and transport to support access to the HUB events. This may lead to further opportunities.	EPEP. Pupil Voice. Feedback in designated Teacher Meetings through the Virtual School.	To enable our CIOC children to attend the Primary LAC Hub each half term so that our CIOC children don't feel isolated. For CIOC children to take part in a range of extra-curricular activities and trips.
6. To have access to a relevant and quality PSHE curriculum.	To part fund the Jigsaw PSHE scheme of work across the whole school.	KM	Autumn 2019	Purchase of Jigsaw curriculum materials.	Monitoring of progression of skills. Improved skill set – coping, self –esteem, resilience, resolution, personal hygiene, Sex and Relationship education. Improved cultural capital.	Embedded, whole school, PSHE curriculum.

To develop children's resilience and independence.

PRIORITY 3 - To allow children who have a lower starting point on entry to school to access quality support; there are pupils that require additional support academically, socially and emotionally.

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. To close the gaps in attainment and progress for disadvantaged children across the curriculum.	<p>Adult support (TA) to work 1-1, or in small groups, with all Pupil Premium Children on a target area to ensure good progression in a key area of learning.</p> <p>Access to any new learning resources.</p>	IC/AG	Autumn 2019 then On-going	<p>Pupil Premium Lead Teacher.</p> <p>Quality intervention strategies.</p>	<p>Evidence trail suggests that disadvantaged pupils have poorer reading, handwriting and spelling skills compared to their peers. Identification of prior attainment groups with focus on PPG higher attainment group.</p> <p>Pupil progress and attainment data.</p>	<p>To close the gap in attainment and progress for disadvantaged children in English. Focus on reading, handwriting and spelling.</p> <p>Increase of pupil progress to be in line with their peers.</p> <p>For pupils attainment to be in line with their peers.</p>
2. To ensure learning continues throughout the Easter break and no dip in attainment occurs.	To fund Easter School for Y6 pupil premium children prior to KS2 SATs	AL/EP	April 2021	Y6 staff. Additional support from staff across school.	<p>Evidence from the previous academic year indicates that the learning for all disadvantaged children continued throughout the Easter break and there was no/limited dip in attainment.</p> <p>Pupil progress and attainment data.</p>	Continuation of acquisition of skills for Reading, SPAG and Mathematics throughout the Easter Break.

To identify and eradicate children's gaps in skills and knowledge in core subjects with pupils meeting all targets.

PRIORITY 4 - To provide support for a number of families who require additional support from outside agencies.

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. Vulnerable pupils monitored by SENDCo and assessment lead termly (through improved tracking system). Timely programs using expert advice can be followed within school raising the rate of progress for these children and diminish the difference between themselves and their peers.	Contribution to the overall cost of the Education Psychologist.	ER	Autumn 2019 then On-going	Education Psychologist.	<p>Education Psychologist sessions being accessed, providing detailed reports and recommendations for best practice.</p> <p>Higher proportion of children have now access to High Needs Funding or support through effective applications to LA SEND department.</p> <p>Bespoke intervention strategies made available.</p> <p>Pupil progress and attainment data.</p>	Interventions, tailored to the children's needs, put in place and reviewed regularly.

To ensure a personalised plan is in place for individual pupils as identified as needed (early intervention and academic support prioritises disadvantaged).