



Pupil Premium Strategy – 2020-2021 (2019-2020 To be reviewed, due to COVID in April 2021.)

Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of service children
480 Pupils on roll. 118 Pupils – 24.5% (including Ever6)	228 –57 eligible for Pupil Premium	252 Girls – 61 eligible for Pupil Premium	112	4	0

REVIEW OF THE [2018-2019] ACADEMIC YEAR - A REVIEW OF THE 2019-2020 YEAR WILL BE POSTED IN APRIL 2021 – DUE TO COVID.

Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments
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<p>Quality First Teaching is the expectation in all classrooms</p> <p>Teachers are continually improving and refining their practice</p> <p>Curriculum provides engaging and stimulating platform in order for children to learn</p> <p>PP children's reading improves in line with non-pp children</p> <p>The attendance of PP children improved</p> <p>Pupil behaviour improves (fewer incidents of low level disruption observed) Support is in place for vulnerable pupils Pupil well-being is improved</p> <p>Improvement in speech and communication skills results in increased access to quality First Teaching (QFT) and so attainment is improved and attainment gap is reduced</p> <p>Well-being of pupils improved</p> <p>SEN children supported to make progress</p>	<p>Expenditure on Teacher cover to allow for observations of lessons, Learning walks, Book scrutinies to assess the quality of learning and feedback. Distributive leadership shares responsibility for quality of T and L with phase leaders</p> <p>Implementation of the new curriculum</p> <p>Reading Plus and Power of Reading</p> <p>Regular attendance reviews</p> <p>Appointment of full time FLO. First day calling for absence. Family engagement project target families Practical support (in certain circumstances) Designated attendance officer deployed</p> <p>Speech and Language Therapist commissioned though GLP working 1 day per fortnight in school advising staff on programmes and assessing children and devising programme to meet their needs Speech and language trained TAs implementing and delivering specialist programmes and supporting Teachers and TAs on supporting communication needs</p> <p>SEN team in place to develop and monitor strategies to support SEN children for whom a significantly higher proportion are PP</p>	<p>The use of the Hub in the mornings, in the last year, mostly for pupils with ASD and HNF, has helped children to build their confidence in learning, become more resilient whilst allowing the other children in the classroom to learn with fewer interruptions</p> <p>Attainment for PP children is broadly in line with the cohort, with the exception of writing-</p> <p>R- PP - 80 - Whole cohort 83%</p> <p>W- PP - 63 - Whole cohort - 83%</p> <p>M - PP- 80% - Whole cohort - 88%</p> <p>RWM - PP - 75% - Whole cohort - 57%</p> <p>SEND children made better progress in Maths</p> <p>Reorganisation of breaktimes and additional costs that have occurred have reduced the number of playground incidents which leads into disruption of learning.</p> <ul style="list-style-type: none"> Teaching staff particularly, using coaching with pupils and their peers 3 trained coaches of pupils within school Headstart domain based conversations used with pupils in school has helped to get a deeper understanding of some pupil needs leading to better help for them and their families Transition for pupils joining the school in Year 3 has been easier 	
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Total pupil premium allocation for [previous] academic year:

PUPIL PREMIUM OBJECTIVES FOR [CURRENT] ACADEMIC YEAR

1. To ensure that pupil premium children return to school, settled, emotionally well and able to learn.
2. To close the gap between Pupil Premium pupils and non Pupil Premium children, particularly in writing.
3. To increase the number of Pupil Premium pupils achieving greater depth.
4. To further reduce low level disruptive behaviour in school.
5. To identify the needs of new pupils promptly and arrange appropriate provision for them.

Total pupil premium allocation for [current] academic year: £141,225 Pupil premium LAC (TBC) £4,690 Post LAC

OBJECTIVE 1: To ensure that pupil premium children return to school, settled, emotionally well and able to learn.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
To introduce the 'Bounce Back to School' curriculum for the first few weeks back.	Attainment to return to expected levels by the end of term 3.	Term 1	JP, MP, DI and TS	Bounce back free. Some use of curriculum time.
Teachers to have a greater focus on mindfulness and PSHE.	Children are more emotionally secure and happy to stay in class after period of intervention.	Terms 1 and 2	HP	Some curriculum time.
School Counsellor to complete work in classrooms.	Children can use strategies to help focus in class.	Terms 1, 2 and 3.	TM, DI.	Cost of school counsellor
Pastoral team to identify and work with children adversely affected by pandemic, with particular focus on disadvantaged pupils	Children make more progress as being more settled in class.	Throughout the year.	TS, DI	General school resources. Online training £60.
Yoga to be taught weekly to children.	Children provided with skills to apply when stressed inside and out of classroom.	From Term 2	HB	£1685 one day training and all course materials.

Additional teachers to support catch-up groups.	Identified children to have made accelerated progress.	Throughout the school year	AD, KH.	Catch up funding.
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OBJECTIVE 2: To close the gap between Pupil Premium pupils and non Pupil Premium children, particularly in writing.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Observations of lessons Learning walks Book scrutinies to assess the quality of learning and feedback Distributive leadership shares responsibility for quality of T and L with phase leaders	The gap between non-pp and pp continues to close (since Summer 2019)	Every term. PPA every week.	LCB, EA, MP, JP, DI, AH	Release time for observations and learning walks.
Teachers are well aware of the PP children in their classes and this is highlighted during Pupil Progress Meetings	The gap between non-pp and pp continues to close (since Summer 2019)	Every term Assessment to be monitored after each data drop.	LCB, EA, MP, JP, DI, AH	Release time to analyse data.
New curriculum monitored and further established across the school, further use of Power of Reading to support reading.	The gap between non-pp and pp continues to close (since Summer 2019)	Every term. Subject Leaders, when released, to analyse their subject's coverage.	KN – Curriculum Lead, Subject Leaders, SLT	Release time

<p>Interventions developed across the school to support all learners but particularly –attendance.</p> <p>Regular attendance reviews Appointment of full time FLO First day calling for absence Follow-up action for targeted families Family engagement project target families Practical support (in certain circumstances) Designated attendance officer deployed.</p> <p>FLO Meetings</p>	<p>Attendance continues to rise, particularly PP children.</p>	<p>Attendance to be monitored termly.</p>	<p>FLO, SLT.</p>	<p>FLO salary. SLT time.</p>
<p>Pupil Progress Meetings / Data analysis reveals children who are falling behind – CT then develop interventions accordingly.</p>	<p>Attainment continues to rise for PP pupils and identified pupils make accelerated progress.</p>	<p>Termly</p>	<p>SLT, CT.</p>	<p>Release time for teachers</p>
<p>Speech and Language Therapist commissioned though GLP working 1 day per fortnight in school advising staff on programmes and assessing children and devising programme to meet their needs Speech and language trained TAs implementing and delivering specialist programmes and supporting Teachers and TAs on supporting communication needs</p>	<p>Reading, writing and oracy improved by improved language acquisition by pupils.</p> <p>Lessons differentiated to meet the needs of the children.</p>	<p>Ongoing</p>	<p>SALT, SENCO, SJC, DI</p>	<p>Costs for SALT Costs for SJC</p>

OBJECTIVE 4: To increase the number of Pupil Premium pupils achieving greater depth.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Pupil Progress Meetings / Data analysis reveals children who are could achieve greater depth.	Percentage of children achieving GD has improved since the data drop in Summer 2019.	Termly.	CT, JP, MP, TS, DI	Supply Costs 16 hours x 6. SLT Costs 32 hours x 6.
Interventions provided for GD Pupils	Percentage of children achieving GD has improved since the data drop in Summer 2019.	Ongoing	CT	INSET / Staff Meeting
Differentiated opportunities for GD pupils in all sessions.	Percentage of children achieving GD has improved since the data drop in Summer 2019.	Ongoing		Staff training

OBJECTIVE 5: To further reduce low level disruptive behaviour in school.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Full time Learning Mentors to support vulnerable pupils	Analysis of incidents of behaviour termly reports	Termly	GS, JA, JP, MP, TS, DI	Staffing costs.

Inclusion Team (including SENCo) support early intervention to meet pupils learning needs and ensure children are supported and progress is accelerated	examined Pupils and staff report better behaviour in classes and around school			
Termly analysis of behaviour trends to inform future planning.	Analysis of incidents of behaviour termly reports examined Pupils and staff report better behaviour in classes and around school	Termly	GS, JA, JP, MP.	Staffing costs LM – 1hour per week. SLT time
Action Plans developed to support vulnerable pupils promptly, e.g. engage with parents, positive behaviour sheets to support behaviour and track trends,	Vulnerable children identified – Incident logs / PI / CPOMS reveal a reduction in incidents as the terms progress.	As necessary.	CT, MP, JP, DI	Staffing costs to monitor plan / Meeting with parents. LM time

OBJECTIVE 6: To identify the needs of new pupils promptly and arrange appropriate provision for them.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
As soon as possible vulnerable children to be assessed by SJC to screen for dyslexia and	All new pupils to be assessed within one term of arriving –	Within one term of arriving at SGJS.	SENCO / SJC / DI	SJC time Screener / Reports

<p>highlight any possible problems such as auditory / visual processing.</p> <p>This information to be passed onto CT as soon as possible and relayed to parents.</p> <p>Action Plans to be developed and provision assessed.</p>	<p>sooner if problems identified by CT.</p> <p>Child makes progress from initial baseline assessment / data from previous school.</p>	<p>Action Plan to be developed and implement as soon as possible after assessment.</p>		
<p>New induction sheet for all new pupils to be shared with all key staff.</p> <p>The Induction Sheet is to insure that all information has been collected about the background of the child, so that the child can have a successful start at SGJS.</p>	<p>Every child has a sheet completed within 2 weeks of arrival.</p> <p>All relevant authorities contacted if necessary.</p>	<p>Within two weeks of arrival (depending on speed of previous school sending files.)</p>	<p>Admin Officers / Attendance Officer / SENCO / Inclusion</p>	<p>Salary of staff</p>
<p>Review transition arrangements for new pupils so that transition is smooth.</p> <p>Review Year 2-3, Year 6-7, internal arrangements.</p>	<p>Children move between schools successfully with relevant information passed between the schools.</p>	<p>Years 2- 3 from June to September.</p> <p>Years 6 to 7 – March to July.</p> <p>Plans to be in place by the end of term 3.</p>	<p>Inclusion Lead</p> <p>SENCO</p> <p>JP / MT</p> <p>GS / JA</p> <p>Mental Health Trailblazers</p>	<p>Release time to visit receiving schools / staff.</p> <p>Mental Health Trailblazers</p> <p>Visits to SGIS.</p>