



Pupil Premium Strategy Statement 2020/21

School Vision

The culture and ethos at Peel Common Junior School is positively built around the notion of pride both within ourselves and for our school community; inclusive of our pupil premium and service children. This is characterised by our PRIDE initiative:

- P – Perseverance
- R – Respect
- I – Independence
- D – Discovery
- E – Excellence

These values underpin that when the children leave us, they will have experienced a rich and varied curriculum to enable them to make accelerated progress in order to become lifelong learners with high aspirations for the future and are ready to face the challenges ahead.

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:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,3450 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus)
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

Service Pupil Premium (SSP)

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 since 2011
- 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 £310 for each eligible pupil.

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by the strategy group

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

A Strategy Group, which includes the senior leadership team and a governor, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Pupil Premium Strategy Group	
Team member	Role
Headteacher: Zoe Dudley	To distribute pupil premium funding, to ensure that Pupil premium children are at the centre of learning at Peel Common Junior school, to lead the pupil premium strategy group half termly.
Pupil premium lead: Sammy Giles	To ensure that all disadvantaged children make good progress from their starting points, that they stay on track to achieve their projected grades and that teachers are held to account for the quality first teaching of all disadvantaged children.
SENco: Sarah Alden	To ensure that all disadvantaged children make good progress from their starting points, that they stay on track to achieve their projected grades and that teachers are held to account for the quality first teaching of all disadvantaged children.
Pupil premium governor : Bonnie Byrse	To hold the pupil premium lead to account over the distribution of funds for pupil premium children.
Review Dates for academic year:	w/c 9.11.20, w/c 22.2.21, w/c 12.7.21

Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2 2019 – 2020 (Does not include Service pupils)

This section may not be published on website if individual pupils could be identified.

Year Group	Number and % of disadvantaged pupils eligible for PP without SEN	Number and % of disadvantaged pupils on SEN register	Number and % of service children
Year 3	1 – 2.4%	2 – 4.8%	12 – 6.32%
Year 4	5 – 10.42%	6 – 14.29%	11 – 5.79%
Year 5	4 – 7.02%	9 – 15.79%	13 – 6.84%
Year 6	4 – 7.02%%	3 – 6.98%	9 – 4.74%

Current Profile

Academic Year	2020/21	Number of Pupils eligible for PP	80	Breakdown of PP Pupils		
NoR	190	Total PP budget	£69,370	FSM/Ever 6	Service	LAC
Date of Statement	October 2020 Revised Jan 2021	Review Date(s)	September 2021	33 – 17.37%	45 – 23.68%	2 – 1.05%

Summary allocation of funding			
Teaching and Learning			
Funded item / initiative	Rationale	Barriers to overcome	Expenditure
LSA cover to release teachers for high quality interventions	LSA used to cover teachers to run high quality interventions. These interventions include 'clinics' and pre-teaches, enabling children's gaps to be filled. (5x half days per week)	<ul style="list-style-type: none"> 	
Release time for English and Maths Leaders to coach teachers	EL/ML to coach teachers, in-line with the catch up curriculum, with a particular focus on disadvantaged pupils and their emerging needs.	<ul style="list-style-type: none"> Time 	
HIAS English training for teachers	Training provided for teachers in regards to writing and reading (with a particular focus on boys). The knowledge and resources provided have provided teachers with strategies that ensure that boys (and PP children) are hooked into English through carefully selected texts and tasks. Release time for EL to work with/ support teachers.	<ul style="list-style-type: none"> Time for teachers to attend course/ implement/ review 	
Training for PP lead/ PP lead time	Training provided for new PP lead in order to effectively support and lead teachers and LSAs supporting PP children. This will provide a strong vision for the school in regards to PP children and how they best be supported in their learning.	<ul style="list-style-type: none"> Release time from class Locality of courses Research/reading time 	

	<p>Pupil Premium reports to be accurate and robust but also responsive to the evidence as it presents itself during the year.</p> <p>Monitoring and pupil progress meetings to inform progress of PP children and to inform strategies.</p>		
O-track assessment tracker	Enables teachers to effectively track PP pupils in each domain. Consequently, interventions and teaching can be planned for to ensure children's gaps are filled and stay on track.	<ul style="list-style-type: none"> • Training for teachers to effectively use 	
LSA meetings/ training	Weekly LSA meetings with SENco. This enables LSAs to be trained with the up to date research/ resources in order to support children best in class. Within these meetings, PP children are a focussed area where LSAs are held accountable for their added impact towards the teaching and learning of these children.	<ul style="list-style-type: none"> • LSAs to take accountability for the children in their class • LSAs to be given time to discuss children and strategies with class teachers 	
PM benchmark reading assessment resource	Assessment resource in order to benchmark and assess reading progress. This resource will enable teaching staff to be able to efficiently and effectively benchmark children to the correct book band, as well as the individual strand within reading. This will then inform reading interventions and give a measurable outcome of progress.	<ul style="list-style-type: none"> • Time to train teachers/ LSAs 	
White rose premium resource	To support home learning during the lockdown period. This ensured all children had access to	<ul style="list-style-type: none"> • Non-uptake by children/parents 	

	quality maths provision when not attending school. This will continue to be used to support children.	<ul style="list-style-type: none"> • Lack of devices at home that can access internet 	
Third space maths resources	Access to quality maths resources to support teachers with planning and task design.	<ul style="list-style-type: none"> • Implementation and training for teachers 	
Supporting remote learning	Training for Computing Lead and teaching staff to provide children with a full, differentiated and exciting home learning curriculum accessed remotely via an online platform. Support from Agile ICT. Providing home learning packs/ resources to children.	<ul style="list-style-type: none"> • Uptake from children/parents 	
			Total expenditure: £30,667
Emotional, social and behavioural support			
Funded item / initiative	Rationale	Barriers to overcome	Expenditure
ELSA	PP and Service Children to have precedent in slots with ELSA and counsellor to support with their emotional and mental wellbeing.	<ul style="list-style-type: none"> • Release time for ELSA from class • Training courses for ELSA to attend • Class teachers to be aware of strategies children have been taught from sessions in order to implement in class 	
Home school link worker	Home school link worker to provide support to pupils at risk of social and educational exclusion and their families, developing strong links between the school, families and other	<ul style="list-style-type: none"> • Engagement of parents/carers • Availability of outside agencies 	

	agencies, to improve educational opportunities and future life chances of pupils and to promote a positive attitude towards school.		
Forces Club (HMS Pheonix)	Forces club run by an LSA to give Service children an opportunity to share their experiences and their needs. Opportunities to meet visitors and visit places to understand their parents' jobs.	<ul style="list-style-type: none"> • Attendance of children • Time 	
THRIVE/Nurture	Supporting 3 children to receive a THRIVE curriculum 5 mornings a week. Nurture afternoons for children to meet the social, spiritual, emotional and moral needs of these children.	<ul style="list-style-type: none"> • Training for 1:1s • Cost of resources • Time out of class for children 	
		Total expenditure:	£38,081
Enrichment			
Funded item / initiative	Rationale	Barriers to overcome	Expenditure
Music lessons	To offer the children the opportunity to challenge their creativity and excel elsewhere outside of the curriculum.	<ul style="list-style-type: none"> • Engagement of children • Support from home to practise learnt skills 	£70
Educational visits	To widen life experiences by giving opportunities to visit different places and to develop knowledge and understanding of the world.	<ul style="list-style-type: none"> • Availability of trips • Trip uptake by children 	£552
		Total expenditure:	£622
Total Expenditure			£69,370

COVID-19 lockdown phase

LOCKDOWN PHASE 1 (March-September 2020)

- Peel Common Junior School was closed to all apart from children of 'key workers' or deemed 'vulnerable' from start of lockdown until September 2020. **HOW MANY WERE OFFERED AN IN-SCHOOL PLACE?**
- A number of the Year 6 cohort of 19/20 attended school from June 1st 2020 as part of transition to secondary schools.
- Home learning; year group and personalised tasks, reading fluency.
- Safeguarding; vulnerable returns to LA; external agencies.
- Support to vulnerable families twice per week throughout the lockdown period and summer holidays (once from CT, once from inclusion team).
- PP children were offered additional resources and equipment to support with home learning.
- Children eligible for free school meals were provided food hampers and supermarket vouchers.

LOCKDOWN PHASE 2 – (January 2021 -)

- Peel Common Junior School was closed to all apart from children of 'key workers' or deemed 'vulnerable' from start of lockdown in January 2021.
- Home learning; full blended, remote curriculum delivered via the platform 'Google Classrooms', lessons used a range of teaching techniques such as live lessons, recorded lessons from the class teachers and the Oak Academy, daily 'class meets', feedback on all pieces of work for children provided by teaching teams.
- PP children were offered a weekly live 'booster session' with a teacher from their year team. This included pre-teaching and re-capping work and picking up on common misconceptions.
- Weekly phone calls from the inclusion team for vulnerable families.
- Loaned technology, including laptops and internet routers to support remote learning.
- Resources and materials provided to families to support remote learning.
- Children eligible for free school meals were provided with supermarket vouchers.
- Regular ELSA check-ins for children who required this support.

Reintegration June/July 2020

- Risk assessments for pupils with EHCPs and communication to parents

- Catch up planning for Year 6: Revisit prior learning, challenge pupils to remember and apply, secure levels of fluency and accuracy previously attained.
- Home learning, fluency in reading and mathematics.
- Interventions for PP children to fill gaps and prepare for readiness for next academic year.
- July; transition information: summative assessments, domain analysis and learning behaviours and lengthy transition meetings between current and future class teachers alongside inclusion team.

Recovery curriculum planning – September 2020

- Catch up planning for pupils that did not attend school in summer term: align the catch up coverage with the new year's curriculum so that it is sequential and progressive; all pupils to catch up fully in the academic year 2020/21. Using the HIAS recovery curriculum materials for English and Maths.
- Working closely with HIAS Maths and English advisors to support LL year groups to ensure that planning is accurate for the returning children in
- September (in particular year 3/4 with the new introduction of horizontal classes).
- Work with Maths/English and SENCO to support with planning and assessment.
- SENCO making weekly phone calls with parents and preparing remote learning for SEN children.
- Recovery planning; revisit key learning from previous year's curriculum, rapidly close the most vital 'gaps' in knowledge and skills, teach coverage not taught or not taught in sufficient depth.
- Focus on learning behaviours and mental health – planned whole school curriculum delivered around this from PSHE lead
- Interventions – targeted around filling gaps in order to 'catch up and keep up'
- Catch up phonics and reading groups for year 3 and 4.
- Teachers used baseline tests to assess pupils' starting points and plan according to these.

School Improvement Plan 2020/21 priorities for disadvantaged pupils (Extracts from SIP that directly impact on PP outcomes – use school headings; leadership / quality of education / outcomes)				
Objectives	Success criteria	Actions / professional development	Monitoring	Evaluation
Ensure the gaps between disadvantaged and non-disadvantaged children close.	All staff to be aware of the disadvantaged children in their class. HIT plans to include bespoke provision for disadvantaged chn.	Pupil premium lead to ensure that all staff are aware of the disadvantaged children in their classes. (identify chn on venn diagrams, windscreens, as part of HIT plans).	Pupil progress meetings to focus on disadvantaged children in its analysis of progress. PPL to follow up where discrepancies occur.	Autumn: Spring: Summer: PP lead has monitored PP progress alongside ZD. Discrepancies followed up with class teachers. Focus on HIT plan and accelerated progress.
	Teachers able to talk knowledgably about gaps and progress for disadvantaged chn.	Pupil progress meetings to focus on the progress of disadvantaged children. High impact teaching plans (HIT plans) to be used to enable the gaps to be closed. FFT documents to identify where progress can be made based on KS1 results.		Interim data due to lockdown – gaps identified and interventions/teaching in place to address.
	Disadvantaged chn to make progress against non-disadvantaged chn. Gap to close in key areas especially writing.	Pupil Premium lead to hold teachers to account for the progress of disadvantaged children. Regular analysis of results from interim and milestone drops to be fed back to teachers.	HIT plans to be reviewed by PPT and changes to provision be advised.	Pupil progress meetings held by HT – PP children reviewed. Action plans to be set for next academic year. All disadvantaged pupils are receiving additional provision.
	Programmes enable chn to make progress in key areas e.g reading and maths.	Review of the programmes used to enable progress to be made e.g Third Space diagnostic materials, SEN toolkit for English and Maths, benchmarking kits etc	PPL to keep close records of all disadvantaged chn and have	Meetings/ training to be held with class teachers to suggest/ implement changes. Staff meeting held for teachers – principles of PP. Follow up

			<p>an overview of progress of all.</p> <p>PP Governor to review overview and provision at half termly PP strategy mtgs.</p> <p>Review how teachers are using the programmes and where they are enabling chn to progress. Governor monitoring of bought support</p>	<p>meeting held with CTs to review provision for PP children. All PP children receiving additional provision. What about our service children?</p> <p>PP lead to meet with SENCo/ Eng L & Maths L to review programmes.</p> <p>PP Governor meeting scheduled for Jan. Meeting held with PP governor – current provision reviewed and new actions generated.</p>
Year 3/4	Those with SEND needs are assessed accurately and make accelerated progress.	PP lead to work with SENCo/Class teachers to identify needs for SEND children. Advise/monitor/review.	PP lead lead/ SENCo to monitor half-termly.	<p>SENCo is currently devising a new entry/exit scheme for the SEN register.</p> <p>No action due to COVID.</p>

	Children access regular and timely pastoral support (nurture/ELSA).	PP lead to work with ELSA/ class teachers to identify children with pastoral needs and arrange sessions/ advise/ monitor/ review.		<p>Beginning to meet – further development by SENCO.</p> <p>ELSA provision ongoing. ELSA continued during lockdown virtually to support reintegration.</p>
Year 5	<p>Children access regular and timely pastoral support (nurture/ELSA).</p> <p>Gaps in writing to be closed.</p>	<p>PP lead to work with ELSA/ class teachers to identify children with pastoral needs and arrange sessions/ advise/ monitor/ review.</p> <p>PP lead to work with English leader/ class teachers to identify gaps of children and interventions needed to support.</p>	PP lead/ English lead to monitor half-termly.	<p>ELSA provision ongoing. ELSA continued during lockdown virtually to support reintegration.</p>
Year 6	<p>Children access regular and timely pastoral support (nurture/ELSA).</p> <p>Those with SEND needs are assessed accurately and make accelerated progress.</p>	<p>PP lead to work with ELSA/ class teachers to identify children with pastoral needs and arrange sessions/ advise/ monitor/ review.</p> <p>PP lead to work with SENCo/Class teachers to identify needs for SEND children. Advise/monitor/review.</p>	PP lead lead/ SENCo to monitor half-termly.	<p>ELSA provision ongoing. ELSA continued during lockdown virtually and to support reintegration.</p> <p>SENCo is currently devising a new entry/exit scheme for the SEN register. No action due to COVID. Beginning to meet – further development by SENCO.</p>

Strategic developments 2021 -2023 (This can outline developments to strengthen the quality of education for disadvantaged pupils)

- Post Covid-19, maintain a relentless focus on raising achievement for disadvantaged children specifically by improving children's language, reading and fluency in maths.
- Ensure best possible outcomes for disadvantaged children through accelerated progress
- Through targeted teaching and acceleration of progress where needed, the gap between disadvantaged and non-disadvantaged children is reduced.
- Continue to embed leadership at all levels. In particular:

Strengthen the capacity of the governing body so that specific elements of school improvement priorities are effectively monitored.

- Subject leaders: demonstrate how deep and rich learning is progressively built through key stages and how evaluation has been used to further strengthen the wider curriculum and ensure assessment in the wider curriculum is used purposefully to support and challenge all pupil groups to secure and deepen learning.

- The Senior Leadership team (ZD, HMW, RR & SG) provide challenge and support in developing teaching and learning.

- The Inclusion team and PPL evidence the impact of time-scaled class-based interventions that have accelerated the progress of targeted disadvantaged pupils and pupils with SEND. They support and hold teachers to account for securing the strong progress of disadvantaged pupils and those with SEND through class-based interventions.

- Ensure that confidence grows in parents and attendance is at least in line with national average.
- Forensic analysis and precise teaching enable all pupils to develop fluency, independence and resilience to achieve EoY targets.
- Teaching is consistently good when monitored, across the whole school.
- Targeted teaching is effective where some children need to catch up. Assessment of different groups of children (e.g. PP, Non EHCP SEND, Boys...) show that they are making good progress in line with National data.
- Teaching overview, learning walks, pupil conferencing.
- Diminish the gaps between Pupil Premium (PP) and Non- PP groups across the whole school.
- The gap decreases across the two groups and is consistent across the whole school in line with national.
- Group gap analysis summary data at termly data drops.

Attainment KS2 (2020) Disadvantaged Pupils (PP / PP non SEN / PP & SEN)

There were no statutory assessments in summer 2020 due to COVID-19 pandemic. Teacher assessments were used in transition so that new teachers could effectively plan recovery curriculum plans. These were based on likely attainment based on March assessments prior to school closure / lockdown.

Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	Gap	National Average
Reading, Writing & Mathematics combined	50%	69%	-19%	65%
Reading	59%	80%	-21%	73%
Writing	59%	76%	-17%	78%
Mathematics	59%	76%	-17%	79%

The impact of last year's pupil premium priorities and outcomes

OFSTED feedback was positive (October 2019) and detailed that:

Teaching and learning

- PP lead continued to share the strategy document with all stakeholders, half-termly strategy group meetings with CTs were held alongside pupil conferencing with PP children. This held CTs accountable for the progress of PP children and their identified needs. Strategies were shared between PP lead and CTs in order to best promote good outcomes for PP children.
- All who work at the school have high expectations of pupils, whatever their needs or circumstances. Pupils rise to meet these expectations and achieve well.
- A school's strength is that teachers make sure they deliver lessons to engage all pupils.
- Progress for PP children was in line with national average in reading and maths and poorer in writing.

- Teachers know the strengths and developments of the PP children in their class well. PP children were observed to be engaged and making progress within lessons.
- Teachers use assessment well in lessons through feedback and questioning at the point of learning.
- Regular data drops are efficient and effective; they are used to inform planning for groups of pupils such as PP children.
- The school's curriculum is rooted in the solid consensus of the school's leaders' vision about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life.
- There is high academic ambition for all pupils – the school does not offer a disadvantaged pupils or pupils with SEND a reduced curriculum.

Emotional, social and behavioural support

- The school is a calm and orderly place, focused on helping pupils to learn. Occasionally, a very few pupils struggle to behave. Nevertheless, staff understand their needs and help to manage pupils' behaviour very well.
- The number of fixed-term exclusions has reduced considerably.
- Attendance is in-line with national average and improving. Leaders work well with families and as a result persistent absentees have declined.

Enrichment

- Every disadvantaged pupil has access to at least one healthy after-school activity each week.
- All disadvantaged children benefit from school residentials.
- Leaders make sure disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Leaders understand the local culture and purposely choose activities and themes for books and assemblies to broaden horizons.

The impact of service premium for 2019/20 academic year
<ul style="list-style-type: none"> • Weekly lunch club (HMS Phoenix) has enabled children to feel part of a community within the school, with children that also have parents within the forces. Children have reported enjoying the club and that their family situation is understood and celebrated. • Weekly phone calls made by CTs during the lockdown period, with a number of service children attending school due to parents being 'key workers'. Additional support also offered over the summer holidays as required. • Home School Link Worker; home school link program to support when parents at sea. • Attendance at network meetings for the local area with regards to service children. • Throughout the year there have also been opportunities for pastoral support for the service children that have shown a need for this and after liaising with class teachers and ELSA support staff.

Priorities for service premium – academic year 20/21	Evaluation
<ul style="list-style-type: none"> • To develop an induction scheme for service children that join our school. • To identify service children whom need additional support to reach the next milestone (GD) • To identify children who have SEMH/ELSA needs and to work closely with ELSA and class teachers. • To consider parental views on being part of both a service community and our school community and their emerging needs. 	<ul style="list-style-type: none"> • Induction scheme to be further developed in response to the new action plan vision • SEMH/ELSA needs identified and children have received pastoral support. • Parental engagement has been more difficult due to lockdown. Parent coffee/ community mornings to be arranged for next academic year.