

Pupil premium strategy statement – Polehampton C. of E. Junior School

School overview

Metric	Data
School name	Polehampton CE Junior School
Pupils in school	237
Proportion of disadvantaged pupils	6.3%
Pupil premium allocation this academic year	£23,175 [based on current children]
Academic year or years covered by statement	2019-2021
Publish date	30 th September 2020
Review date	13 th November 2020
Statement authorised by	Helen Ball
Pupil premium lead	Liz Castell
Governor lead	Sarah Tang

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	0
Writing	0
Maths	0

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	100% 1/1
Achieving high standard at KS2	0 0/1

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure pupils affected by UK Lockdown and COVID pandemic are adequately supported to reach above pre-Lockdown standard.

Priority 2	Engaging parents (improving engagement in school and attendance/punctuality) (+++ EEF) <ul style="list-style-type: none"> • Attendance [access to technology inc. Internet and parental support] • Huge variation in accessing Lockdown learning [access to technology, size of family, number of adults in the home] - e.g. reading at home • Anxiety and/or other social, emotional and mental health needs
Barriers to learning these priorities address	Lost curriculum coverage Less opportunity for blended remote learning
Projected spending	

Teaching priorities for current academic year

Aims	Target	Target date
Progress in Reading	Achieve above national average progress scores in KS2 Reading (0+)	Sept 21
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0+)	Sept 21
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths (0+)	Sept 21
Phonics	Achieve above national average expected standard in GPS	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at the end of Y1 – check that all staff are aware of this data.

Measure	Activity
Priority 1	Employ a qualified teacher to provide small group tuition and 1:1 to facilitate children to effectively relearn, overlearn and understand new concepts.
Priority 2	Higher presence of senior staff on the playground Better access to emotional literacy and mental health support by offering a higher frequency of nurture support and availability
Barriers to learning these priorities address	Missed curriculum coverage due to National Lockdown Parental engagement Social, emotional and behavioural impact from National Lockdown
Projected spending	

Targeted academic support for current academic year

Measure	Activity
Priority 1	VIPERS embedded and intervention teacher supported to directly support in-class learning on this – this can improve outcomes in maths with improved comprehension strategies (EEF ++++)
Priority 2	Ensure marking and feedback policy is embedded and used consistently. As part of this; engage children in their feedback by providing verbal feedback to disadvantaged pupils. Ensure metacognition strategies are implemented by teachers and TAs. (EEF ++++)
Barriers to learning these priorities address	Reading comprehension/vocabulary as a barrier to learning Requiring an increased understanding of own learning and importance of different strategies
Projected spending	

Wider strategies for current academic year

Measure	Activity
Priority 1	Train teaching assistants to employ metacognition strategies in their feedback and support in class. Involve TAs in the implementation of the Marking and Feedback Policy.
Priority 2	High level of family support in the event of national or local Lockdown/Bubble Isolation/Household Isolation. Ensure this is an ongoing conversation with parents who may find these situations more complicated (for reasons mentioned above).
Barriers to learning these priorities address	Ability to be aware of own successes in learning and areas for improvement COVID related uncertainty and the associated difficulties e.g. mental health
Projected spending	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and Curriculum, Assessment, English and Maths Lead identifying areas for improvement
Targeted support	Marking and Feedback Policy implementation and monitoring [in light of COVID restrictions]	Involve TAs in this to enable best practice in classrooms

Wider strategies	Engaging some families in home learning during isolation	More frequent check ins with teacher Children have greater awareness of their targets from intervention teacher who can also provide specific tasks Engage with TKAT and EWO for regular advice
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Review: last year’s aims and outcomes

Aim	Outcome
Progress in Reading and Writing	<i>Difficult to assess with National Lockdown; lack of assessment and sporadic attendance pre-Lockdown.</i> Progress in reading and writing improving but accelerating progress to close the attainment gap needs further thought. <i>Consider greater focus on reading to develop vocabulary to subsequently impact on writing.</i> <i>Consider clarity over assessments and non-negotiables for ARE, per year group.</i> <i>Allow more opportunity to embed VIPERS as this was introduced in January.</i>
Progress in Mathematics	<i>Difficult to assess with National Lockdown; lack of assessment and sporadic attendance pre-Lockdown.</i> Progress in maths better than previous years; accelerating progress to close the attainment gap needs further thought. <i>Implement Singapore Maths for greater mastery.</i>
Phonics	n/a
Other	n/a