

Pupil Premium Report 2020 - 2021

1. Summary information				
School	Shottermill Junior School		Academic Year	2020 - 2021
Total PP budget for academic year 2019 - 2020	£50,537			
Total PP budget for financial year 2020 - 2021	£44,867		Date of most recent PP Review	July 2021
Total number of pupils	273	Number of pupils eligible for PP	37	Date for next internal review of this strategy
				November 2021

NB: Pupils did not take national curriculum tests this year, due to the Covid-19 pandemic. The data shown below is a prediction of what disadvantaged pupils could possibly have achieved had they taken the tests:

2. Current attainment Year 6 SATS (Ever 6)	Expected Standard		Higher Standard	
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average for 2019)</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average for 2019)</i>
% achieving in reading, writing and maths	33%	71%	11%	13%
% achieving in reading	67%	78%	11%	31%
% achieving in writing	67%	82%	11%	24%
% achieving in maths	44%	84%	11%	32%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Low self-esteem, anxiety and mental health issues affect the wellbeing of pupils and affect their ability to learn, particularly following periods of school closure.
B.	Poor Literacy skills, limited vocabulary development and difficulties with Writing will affect access to the wider curriculum.
C.	Lack of confidence in Maths (especially for girls) requires improvement - including arithmetic skills, problem solving and reasoning skills.
External barriers	

D.	Poor school attendance of some disadvantaged pupils will cause them to miss interventions and 'catch up' programmes.	
E.	Difficulties with home life and poor parental engagement will cause children to fall behind in their learning and development.	
F.	Financial challenges and low-income result in a lesser number of PP children accessing extra-curricular activities such as residential trips.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are adequately supported in terms of their social and emotional wellbeing and are ready for learning every day.	Children come to school regularly (particularly following periods of school closure) and are happy and ready to learn. They are more confident and have higher levels of self-esteem and resilience to deal with challenges.
B.	Standards in Writing are improved because children use adventurous vocabulary and can write in a variety of styles. Spelling, punctuation, handwriting and grammar will be improved. Standards in Reading are improved because children receive support to access books and adults listen to them read regularly.	Children make accelerated progress from their starting points and a greater number are securely working within age related expectations for Writing. Children develop a love of reading and have a book that is suitable for them to read on a daily basis. They progress through the PM bookbands and develop their comprehension skills.
C.	Standards in Maths are improved because children are more fluent in mental strategies, can use written calculations and a wider mathematical vocabulary. They are able to apply their knowledge to a range of mathematical problems.	Children make accelerated progress from their starting points and a greater number are securely working within age related expectations for Maths. In Year 6, more children reach the expected / higher standard.
D.	High rates of attendance are maintained for disadvantaged pupils.	The attendance of children eligible for the Pupil Premium Grant is improved so that it is above 95%.
E.	The school has achieved effective relationships with parents that help support the needs of children. Parents are provided with practical ideas to support their children with learning and development at home.	Attendance at key meetings, such as WAVE reviews or parents consultations are good and barriers are removed leading to effective engagement of parents.
F.	Children eligible for the PP are encouraged and helped to access extra-curricular activities such as clubs, educational trips and other opportunities.	Analysis of clubs, participation in educational visits and other activities will show that disadvantaged pupils are accessing a range of wider extra-curricular activities.

5. Analysis of expenditure for 2020 – 2021 and associated impact

Focus A: Low self-esteem, anxiety and mental health issues affect the wellbeing of pupils and affect their ability to learn, particularly following periods of school closure.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you implement and monitor this?	Staff lead	What impact has there been?	Cost
The progress of pupils eligible for the Pupil Premium will be closely tracked by the school and their educational and SEMH needs met.	The Pupil Premium Leader will be responsible for tracking and monitoring the provision and outcomes of children eligible for the pupil premium across the school.	Through a dedicated member of staff taking ownership of this vulnerable group, the educational provision will be improved for those children who are working below age related expectations. Tracking systems will help to monitor equality of provision and ensure those underachieving are able to catch up.	½ day monitoring to be undertaken at least every month by the Pupil Premium Leader. Data analysis and other data (e.g. attendance) will be inputted into tracking sheets termly. The Headteacher will work closely with the Pupil Premium Leader to offer support and advice also. Feedback to be provided to SLT and to staff at key points in the term.	LM KB	Since providing dedicated time to the Pupil Premium Leader, the quality of monitoring has improved significantly and this group are receiving greater access to interventions / extra curricular activities as a result. The Pupil Premium Leader has been able to arrange for extra support and provision, particularly in relation to our tutoring programme. This chosen approach has been good value for money and will continue next year.	Originally we budgeted: £1029 However as part of our catch up programme, the Pupil Premium's hours have been dramatically increased to 1/2 day monitoring once a week, to help put in place external tutoring as part of our involvement with the National Tutoring Programme (these additional costs will be met from the catch-up premium).
Support the SEMH needs of identified pupils so that they are able to access learning effectively and have positive mental health.	Targeted children will be provided with access to 1:1 ELSA sessions to discuss their worries and help develop coping strategies to deal with anxiety or worries. A further ELSA member of staff will be trained up to deliver more sessions, due to the increase in demand.	Following the pandemic, we have identified that children are suffering with increased anxiety, with some pupils finding it difficult to return to school following the periods of lockdown. As part of our 'Recovery Curriculum' approach, we have prioritised the mental health needs of children and we believe that supporting this will have a positive impact on school attendance and helping children to access their learning.	ELSA sessions will be delivered in the afternoons through a 30–40 min session each week. Not all children supported will be categorised as disadvantaged and it would be difficult to predict the demand ahead of reopening of schools. Children may receive ELSA support for a short or extended period of time, depending on level of need. We estimate that approximately 6 disadvantaged children will require support this year.	NC JR JD	Since providing the increased level of support a total of 18 children have received ELSA this year with NC, of which 6 were eligible for the pupil premium. (An additional group of children also received ELSA from March onwards) Rates of pupil attendance were dramatically improved as a result of ELSA provision – with whole school attendance at its highest = 97.5% Incidents of anxiety were also reduced and children felt safer and happier to come to school each day, particularly after the periods of school closure. ELSA significantly helps children to develop emotional literacy to help express their worries, which results in improved resilience and long-term wellbeing. We will be continuing with this approach next year.	ELSA training provided to a further LSA in school to be able to support increased number of children: £500 Based NC delivering 4 afternoons of ELSA sessions per week for the year: £5,608 <i>(N.B Part-way through the year, we were able to access further funding (via a local charity) to enable additional hours of ELSA to be provided. An additional ELSA room was also established made possible with funding through our catch-up premium.)</i>

Focus B: Poor Literacy skills, limited vocabulary development and difficulties with Writing will affect access to the wider curriculum.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you implement and monitor this?	Staff lead	What impact has there been?	Cost
Improve outcomes in Writing of identified Year 6 pupils through tuition.	<p>Targeted children will receive 1:2 tuition with outside experienced tutor JC.</p> <p>This intervention will run from November 2020 – April 2021.</p>	<p>This approach has been evaluated in the past and shown positive outcomes. Previously targeted children were more successful in national curriculum assessments after having received this support from the tutor.</p>	<p>Tutoring will be delivered on an adult:child ratio of 1:2, for 45 minutes a week.</p> <p>Class Teachers will provide specific target areas for the tutor to work on. Progress will be monitored by the Pupil Premium Leader.</p>	JC LM JW AH KB	<p>10 children were targeted (3 of whom were eligible for Pupil Premium) and all made progress from their starting points, however the impact of the second national lockdown caused inevitable interruption to the programme (large break in the middle), which means that a full impact analysis cannot be achieved.</p> <p>We aim to continue with this approach through partnership with the NTP next year, which seeks to subsidise tutoring for disadvantaged pupils.</p>	<p>Based on 8hrs/wk for 15 weeks with JC: £3000</p>

Focus C: Lack of confidence in Maths (especially for girls) requires improvement - including arithmetic skills, problem solving and reasoning skills.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you implement and monitor this?	Staff lead	What impact has there been?	Cost
Improve outcomes in Maths of identified Year 6 pupils through tuition.	<p>Targeted children will receive 1:2 tuition with outside experienced tutor JC.</p> <p>This intervention will run from November 2020 – April 2021.</p>	<p>This approach has been evaluated in the past and shown positive outcomes. Previously targeted children were more successful in national curriculum assessments after having received this support from the tutor. Girls specifically improved their levels of confidence in Maths.</p>	<p>Tutoring will be delivered on an adult:child ratio of 1:2, for 45 minutes a week.</p> <p>Class Teachers will provide specific target areas for the tutor to work on. Progress will be monitored by the Pupil Premium Leader.</p>	JC LM JW AH KB	<p>6 children were targeted (1 of whom was eligible for Pupil Premium) and all made progress from their starting points, however the impact of the second national lockdown caused inevitable interruption to the programme (large break in the middle), which means that a full impact analysis cannot be achieved.</p> <p>We aim to continue with this approach through partnership with the NTP next year, which seeks to subsidise tutoring for disadvantaged pupils.</p>	<p>Included in the cost above.</p>

<p>Improve outcomes in Maths of identified Yr 6 pupils through the Power Hour.</p>	<p>Small group intervention teaching delivered 4 times a week in Maths lessons by a specialist teacher for the most vulnerable PP / SEND pupils.</p> <p>PP children in the whole class will be closely monitored as part of the teacher's focus group.</p>	<p>Children (some of which also have SEND) will benefit from being in a small group where the level and pace of learning can be slower to accommodate addressing misconceptions and provide direct focus group teaching.</p> <p>Children working at a higher level will have better access to their Class Teacher as the child:adult ratio is improved in the whole class.</p>	<p>Monitoring of lessons will be undertaken by the Inclusion Leader / Phase Leaders. WAVE reviews will seek to review progress for SEND pupils on their provision maps.</p> <p>Assessment systems will track progress of learners, groups will be fluid and change according to need / topic taught.</p> <p>Pupil Premium Leader will track progress also and undertake other monitoring to ensure these children are progressing well.</p>	<p>JD JZ JH LM</p>	<p>15 children received access to the Power Hour sessions for Maths this year, of which 5 were eligible for Pupil Premium. All made progress from the baseline data, 8 made good progress and 3 made accelerated progress. We feel that the lockdown significantly impacted on the progress of this group, however we do feel that these children received high quality differentiated online learning, as a result of having access to their intervention teacher's online classroom. This may in turn have helped identified children from not falling further behind.</p> <p>Overall, we feel that our intervention teachers effectively support pupils identified and provide tailored teaching and learning opportunities, which are impactful. We plan to continue with this approach next year.</p>	<p>Based on JZ 2 hours/4 days per week: £16,340</p>
<p>Improve outcomes in Maths of identified Year 5 pupils through the Power Hour.</p>	<p>Small group intervention teaching delivered 4 times a week in Maths lessons by a specialist teacher for the most vulnerable PP / SEND pupils.</p> <p>PP children in the whole class will be closely monitored as part of the teacher's focus group.</p>	<p>Children (some of which also have SEND) will benefit from being in a small group where the level and pace of learning can be slower to accommodate addressing misconceptions and provide direct focus group teaching.</p> <p>Children working at a higher level will have better access to their Class Teacher as the child:adult ratio is improved in the whole class.</p>	<p>Monitoring of lessons will be undertaken by the Inclusion Leader / Phase Leaders. WAVE reviews will seek to review progress for SEND pupils on their provision maps.</p> <p>Assessment systems will track progress of learners, groups will be fluid and change according to need / topic taught.</p> <p>Pupil Premium Leader will track progress also and undertake other monitoring to ensure these children are progressing well.</p>	<p>JD JZ JH LM</p>	<p>12 children received access to the Power Hour sessions for Maths although this was a fluid intervention, so children entered and moved out of this group at points in the year. 3 of these children were eligible for Pupil Premium.</p> <p>All pupils receiving this intervention made progress from the baseline data, 6 made good progress and 4 made accelerated progress.</p> <p>Overall, we feel that our intervention teachers effectively support pupils identified and provide tailored teaching and learning opportunities, which are impactful. We plan to continue with this approach next year.</p>	<p>Based on JZ 1 hours/4 days per week: £8,170</p>

<p>Improve outcomes in Maths of identified Year 3 pupils through the Power Hour.</p>	<p>Small group intervention teaching delivered 4 times a week in Maths lessons by a specialist teacher.</p> <p>PP children in the whole class will be closely monitored as part of the teacher's focus group.</p>	<p>Children (some of which also have SEND) will benefit from being in a small group where the level and pace of learning can be slower to accommodate addressing misconceptions and provide direct focus group teaching.</p> <p>Children working at a higher level will have better access to their Class Teacher as the child:adult ratio is improved in class.</p>	<p>Following assessment of their learning, children with gaps will be targeted for the Power Hour. The groups will be fluid and more responsive, as a result of high quality ongoing assessment.</p> <p>A strong focus will be placed on addressing missed learning during the lockdown and using practical apparatus to address misconceptions.</p>	<p>JD LM JH LM</p>	<p>19 children received access to the Power Hour sessions for Maths this year, of which 4 were eligible for Pupil Premium (total of 6 PP in Y3). All made progress from the baseline data however, it is difficult to analyse the exact impact, given that for the spring term, schools were closed and teaching moved online to Google Classroom. However we do feel that these children received high quality differentiated online learning, as a result of having access to their intervention teacher's online classroom.</p> <p>Overall, we feel that our intervention teachers effectively support pupils identified and provide tailored teaching and learning opportunities, which are impactful. We plan to continue with this approach next year.</p>	<p>Based on LM 2 hours/4 days per week: £16,752</p>
<p>Improve outcomes in Maths of identified Year 4 pupils through the Power Hour.</p>	<p>Small group intervention teaching delivered 4 times a week in Maths lessons by a specialist teacher.</p> <p>PP children in the whole class will be closely monitored as part of the teacher's focus group.</p>	<p>Children (some of which also have SEND) will benefit from being in a small group where the level and pace of learning can be slower to accommodate addressing misconceptions and provide direct focus group teaching.</p> <p>Children working at a higher level will have better access to their Class Teacher as the child:adult ratio is improved in class.</p> <p>Times tables development will also be a key priority.</p>	<p>Following assessment of their learning, children with gaps will be targeted for the Power Hour. The groups will be fluid and more responsive, as a result of high quality ongoing assessment.</p> <p>A strong focus will be placed on addressing missed learning during the lockdown and using practical apparatus to address misconceptions.</p>	<p>JD LM JH LM</p>	<p>10 children received access to the Power Hour sessions for Maths this year, of which 2 were eligible for Pupil Premium. Progress was variable across the group, with some children making good progress and others less progress. Overall, it is difficult to analyse the impact of this initiative, given that for the spring term, schools were closed and teaching moved online to Google Classroom. However we do feel that these children received high quality differentiated online learning, as a result of having access to their intervention teacher's online classroom.</p> <p>Overall, we feel that our intervention teachers effectively support pupils identified and provide tailored teaching and learning opportunities, which are impactful. We plan to continue with this approach next year.</p>	<p>Based on LM 1 hour/4 days per week: £8,376</p>

Focus D: Poor school attendance of some disadvantaged pupils will cause them to miss interventions and ‘catch up’ programmes
Focus E: Difficulties with home life and poor parental engagement will cause children to fall behind in their learning and development.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you implement and monitor this?	Staff lead	What impact has there been?	Cost
To support vulnerable families facing adversity, thus improving mental health of children and helping them to attend school regularly and make good progress.	Use of HSLW to support vulnerable families who are requiring additional support. Monitor attendance of pupil premium children on a regular basis (at least termly).	Children who are struggling with difficulties at home are less likely to make good progress. Early Help is a key tool we can use in helping to improve outcomes for families. Children who do not attend school regularly could have gaps in their learning. Good school attendance also facilitates us in helping children to attend other interventions and support groups put in place to help them catch up.	It is estimated that the HSLW will spend the majority of her time supporting disadvantaged families, particularly in light of the pandemic. Some work will involve signposting, whereas other work will be directly supporting children in school – depending on the needs of the child. Attendance of this group will be recorded in HT monitoring reports as well as through the new pupil premium trackers. The Inclusion Officer (EWO) will also monitor attendance termly.	KB HJ VN LM JD	This year, the HSLW has supported a number of families, particularly in light of the second national lockdown where schools were closed. The HSLW helped families at risk of poverty, domestic abuse and has helped to keep children safe through Early Help work. Of the 50 children identified as vulnerable this year, 20 were eligible for Pupil Premium. These 20 children received either direct or indirect support by the HSLW. In light of the pandemic, the HSLW is a key resource – which we must continue with to keep children safe and attending school regularly.	Based on HSLW hours: £18,524

Focus F: Financial challenges and low-income result in a lesser number of PP children accessing extra-curricular activities such as residential trips.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you implement and monitor this?	Staff lead	What impact has there been?	Cost
Enable children to access extra-curricular activities which have additional costs to parents.	The school has set aside a small proportion of funding to support families with managing the costs associated with our residential trips or access to additional activities.	Analysis shows that disadvantaged pupils often do not attend extra-curricular events and activities which incur a large cost.	The Headteacher authorises all payments awarded to families, according to need. JToth will keep a summary of payments made over the course of the year for analysis.	JT KB	We have been able to reach out to families using a range of funding streams this year, particularly in light of the pandemic. However, there have been fewer activities on offer due to school closure. The additional payments offered have all enabled children to access activities they otherwise would not have been able to participate in. We will continue with this approach next year.	Total expenditure: £397
					Total costs	£78,696

Plan for expenditure of the Pupil Premium September 2021 – July 2022

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Low self-esteem, anxiety and mental health issues affect the wellbeing of pupils and affect their ability to learn, particularly following periods of school closure.
B.	Poor Literacy skills, limited vocabulary development and difficulties with Writing will affect access to the wider curriculum.
C.	Gaps in pupil understanding in Maths, especially following periods of school closure and reduced face-to-face teaching, will negatively impact on progress in Maths.

External barriers

D.	Poor school attendance of some disadvantaged pupils will cause them to miss interventions and 'catch up' programmes.
E.	Difficulties with home life and poor parental engagement will cause children to fall behind in their learning and development.
F.	Financial challenges and low-income, particularly in relation to the pandemic, could result in fewer PP children accessing extra-curricular clubs or activities such as residential trips.

Actions and approaches we plan to take to improve outcomes for pupils eligible for the Pupil Premium (some of these actions may overlap with our catch up programme)

- We plan to continue to support the SEMH needs of identified pupils through access to our ELSA programme, so that these children are able to access learning effectively, attend school regularly and have positive mental health.
- We plan to continue to provide parents with access to our HSLW, signposting and offering Early Help approaches and involvement with parent programmes to reduce pressures on families.
- We plan to closely monitor the attendance of pupils to ensure children regularly access learning and catch-up interventions provided in school.
- We will offer where possible, access to targeted intervention (also known as the Power Hour) to support those children underachieving in Maths and Writing.
- We will offer where possible, access to booster catch-up groups for Reading to help them develop their fluency and comprehension skills.
- We will offer access to small group / one-to-one tuition for those pupils in specific core subjects as required.