



What is Pupil Premium?

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. In the 2019 to 2020 *financial* year, schools received £1,320 for each eligible primary-aged pupil. The Pupil Premium Grant is allocated to schools on the basis of the number of students on roll known to be currently eligible for Free School Meals (FSM) or who have claimed in the last 6 years (known as the Ever 6 FSM), as well as students who have been looked after continuously for more than 6 months by the local authority (CLA - children looked after) or children whose parents are currently serving in the armed forces.

Schools must decide how the Pupil premium money is best spent and all schools are required to report on the amount of funding allocated and how this is being used.

Pupil Premium at Southway Junior School Principles

We have allocated the Pupil Premium Grant to make sure all children have their needs met through quality first teaching, additional teaching assistants and intervention groups for academic progress, opportunities to access enrichment activities and effective pastoral and welfare support. We carefully track the impact of this funding on the attainment, progress and welfare of our disadvantaged children.



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Main barriers to educational achievement

Through discussion with children, their parents and teaching staff, we have identified barriers to educational achievement for each of **the 48** children. These are varied, but some commonly occurring barriers include:

- a) gaps in core learning and knowledge;
- b) attendance & punctuality;
- c) poor economical circumstances;
- d) poor attitudes to learning;
- e) behavioural and emotional issues;
- f) unsettled home life;
- g) special educational needs ;



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Overview of the school	
Number of pupils and pupil premium funding (PPG) received	
Total number of pupils on roll	352
Total number of pupils eligible for Pupil Premium	46
Amount of PPG received per pupil	£1,320
Total number of pupils eligible for Pupil Premium Plus	2
Amount of Pupil Premium Plus per pupil	£2,300
Total amount of Pupil Premium received	£65,320

We will formally review our pupil premium strategy in the summer term 2020 in order to implement any new approaches from the beginning of the 2020-21 school year.



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Spending 2019/20

Objectives:

- to raise the attainment and rate of progress of pupils at risk of underachieving in reading, writing and maths
- to diminish the difference in attainment between pupils eligible for pupil premium and non-pupil premium pupils in reading, writing and maths
- to ensure that all pupils can access curriculum enrichment activities
- to ensure pupil's emotional health is supported so that they will enjoy and engage with school and demonstrate effective behaviour for learning

Record of Pupil Premium Funding spending by provision 2019/20

Provision	Cost	Objective	Outcome – how impact will be measure																
<p>Teaching assistant support in all classes to support quality first teaching within the classroom, targeted 1:1 and group interventions for PP children.</p> <p>Pupil Premium Co-Ordinator/SLT Teacher/ /Class Teachers - targeted group interventions to pre-teach concepts or address misconceptions and gaps</p> <p>Reading Egg program to support phonics and reading progress</p> <p>Specific in class support am break & lunch times</p>	£42,049.12	To diminish the difference between pupil eligible for pupil premium and other pupils in reading, writing and maths.	<p>Through whole school pupil attainment and progress reports, tracking of impact of targeted interventions.</p> <table border="1"> <thead> <tr> <th>July 2019 TA Data</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Current Year 4</td> <td>33%</td> <td>17%</td> <td>33%</td> </tr> <tr> <td>Current Year 5</td> <td>63%</td> <td>38%</td> <td>44%</td> </tr> <tr> <td>Current Year 6</td> <td>63%</td> <td>44%</td> <td>63%</td> </tr> </tbody> </table> <p>Target – increase of 10% in reading, writing and maths in all year groups.</p> <p>IMPACT Due to COVID-19, there was lockdown in school from 20th March 2020. The majority of pupils then went to home learning. Through virtual support and supplying</p>	July 2019 TA Data	Reading	Writing	Maths	Current Year 4	33%	17%	33%	Current Year 5	63%	38%	44%	Current Year 6	63%	44%	63%
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			<p>resources/work packs some support was given.</p> <p>All eligible pupils were progressing from their starting points, and their progress tracked (available on request)</p> <p>Current year 6 predicted data below shows the predicted attainment and progress which exceeds our target of 10% increase in writing and maths and is in line with the target at 8% in reading.</p> <table border="1" data-bbox="1608 670 2157 837"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>2019 (y5)</td> <td>63%</td> <td>38%</td> <td>44%</td> </tr> <tr> <td>2020 current</td> <td>71%</td> <td>53%</td> <td>59%</td> </tr> </tbody> </table> <p>In January 2020 a Learning and Inclusion Mentor (LIM) was employed to work with children within the classroom to overcome barriers to learning. This had a really positive impact on the 7 eligible pupils plus the 5 non-eligible who also received support.</p>		Reading	Writing	Maths	2019 (y5)	63%	38%	44%	2020 current	71%	53%	59%
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<p>Pupil Premium Co-Ordinator / Welfare & Admin Officer - access to (or provision of) enrichment activities; emotional support and family liaison</p>	<p>£7,300</p>	<p>To increase numbers of pupils accessing enrichment activities.</p> <p>To support the emotional health and well-being of pupils to improve attendance, punctuality and learning behaviours.</p>	<p>Tracking of engagement with and perceived impact of enrichment activities and emotional support (e.g. learning mentoring, parenting support). Attendance and punctuality records.</p> <p>Records of behaviour incidents. Learning walks and lesson observations to identify learning behaviours. Pupil/parent and staff perceptions of impact of emotional support on self-esteem and learning (questionnaires).</p>												

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Headteacher: Mr P Newbold

		<p>To support children with emotional/social barriers to learning, identifying measurable gaps in emotional development as well as providing a differentiated curriculum.</p>	<p>Target – for PP attendance to be in line with All Pupil attendance.</p> <p>IMPACT Due to COVID-19, data until 20th March 2020 when lockdown started.</p> <p>Whole school attendance – 95.55%</p> <p>Pupil premium attendance rates: Year 3 – 89% (10/15 91% or more) Year 4 – 86.88% (3/5 92% or more) Year 5 – 92.91% (15/18 90% or more) Year 6 – 95.6% (16/17 91% or more)</p> <p>Lateness and absence for specific targeted pupils were starting to improve following intervention from welfare officer/pupil premium officer and work with other professionals.</p> <p>During COVID-19 partial opening of school from June 13/17 eligible pupils returned.</p> <p>Learning behaviours have continued to improve through a range of interventions/measures that have been put into place for individual children – evidence is less entries on the behaviour log. These measures impacted on all pupils not just eligible pupils.</p>
<p>HLTA Homework support across KS2</p>	<p>£1,000</p>	<p>To enable pupils to complete homework or classwork, consolidating learning in an appropriate environment with adult support.</p>	<p>Tracking of attendance at homework club, pupil/parent perception of self-confidence and reasons for accessing this support</p> <p>IMPACT Positive impact as support given to homework. 20 eligible pupils attended regularly. 10 additional non-eligible pupils also attended, two of which were younger siblings of ever6 pupils.</p>

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			Homework club only took place until school lockdown due to COVID-19 on 20th March 2020.
<p>Your Space Therapy/Mindfulness</p> <p>SENDCo/TA Positive People programme</p> <p>Transition of PPM children</p> <p>ELSA support</p>	£4,371	To support children with emotional/social barriers to learning leading to improved progress.	<p>Improved emotional health as measured by SDQ. Pupil/parent and staff perceptions of impact of emotional support on self-esteem and learning (questionnaires).</p> <p>IMPACT Well-being improved through the range of programmes involving PAT dog, ELSA, LIM and positive people/friendship groups. This has extended beyond the eligible group. For the eligible pupils, it has helped target overcoming barriers to learning.</p> <p>Transition of eligible pupils was completed slightly differently due to COVID-19 through virtual support by the Pupil Premium Co-ordinator plus face to face support for those Year 6 or vulnerable/key worker children attending school whilst the school was in lockdown / partially open.</p>
<p>Subsidised trips and enrichment activities (including school residential, breakfast club)</p> <p>PE Co-Ordinator/swimming coach Swimming club</p>	£3,693.90	To enable pupils to access enrichment activities to raise self-esteem, social skills and provide inspiration for learning.	<p>Tracking of attendance at enrichment activities and pupil/parent/staff perceptions of impact on self-esteem and learning.</p> <p>Swimming certificates and proficiency in swimming.</p> <p>IMPACT Due to COVID-19, school trips did not take place from 20th March 2020. Swimming also did not take place due to the school being in lockdown or partially open.</p> <p>Trips have allowed eligible pupils to experience opportunities they are not normally able to. The Year 6 France residential was successful and 10 eligible pupils were subsidised. The Year 4 Lodge Hill residential was postponed to May</p>

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			<p>2021 due to COVID-19. Register available on request.</p> <p>During the school's partial re-opening in July, a Falconery display was organised and the pupils (eligible and non-eligible) had a valuable and unique experience.</p>
Pupil Support Fund	£1,717.10	To provide access to school uniform, PE kit, Hot dinners, transport.	<p>Records of uptake of uniform, travel and Chartwells meals.</p> <p>IMPACT This has ensured that no one is discriminated again or been identified as different due to a lack of uniform or PE kit.</p> <p>Two non-eligible pupils (siblings of ever 6 pupil) have been having hot meals and this has had a positive effect on their learning.</p> <p>Over the last year, one eligible pupil has been supported due to 'period poverty'.</p> <p>One eligible pupil has had their learning supported by the purchase of a lightweight laptop. This has positively impacted his progress.</p> <p>Additional resources provided for eligible pupils to support home learning during COVID-19 school closure.</p>
<p><u>Pupil Premium Co-Ordinator</u> Ensure correct provision for PP children is being accessed and offered Monitor and track effectiveness of spend Training of TAs/Staff Liaise with parents/carers and outside agencies</p>	£12,187	To co-ordinate provision and spending	<p>Tracking of progress, learning, emotional engagement ,self esteem. Pupil/parent and staff perceptions of impact.</p> <p>IMPACT Tracking available for individual progress, interventions and learning. Regular TA and Teacher training on overcoming barriers to learning and developing pupil wellbeing has</p>

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			<p>made an impact on eligible pupils as well as supporting those non-eligible pupils.</p> <p>Parent engagement improved through regular contact.</p> <p>During COVID-19 school closure, parents supported even more virtually with home learning, additional resources, free school meal voucher scheme, emotional wellbeing, organising additional COVID-19 food hampers, socially distanced meetings with parents/pupils.</p>
<p>Total actual spend</p>	<p>£72,318.12</p>		

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