

Pupil Premium Strategy

What is the Pupil Premium?

The Pupil Premium is a sum of money allocated to schools each year to narrow attainment gaps between pupils from low income families and their peers. It aims to provide significant funding for disadvantaged children to help close the attainment gap and promote greater progress in line with their peers.

The Pupil Premium is allocated to the school and is generated by children:

- who were registered as eligible for free school meals at any point in the last six years (FSM);
- who have been 'looked after' for 1 day or more (CLA);
- who were adopted from care on or after 30 December 2005, or left care under a special guardianship order or a child arrangements order (CLA).

A Service Premium is generated by children from service families.

How much is it?

The level of the premium for 2020-2021 is £1,345 per pupil fitting the criteria above for FSM children, £2345 for Post Looked After children and £310 for children from service families.

For our Looked after children, the money is provided through Portsmouth Virtual School and is directly related to supporting the implementation of targets from their personal education plan.

What should it be used for?

Schools are free to spend the Pupil Premium as they see fit. However, we are accountable for how we have used the additional funding to support pupils from low-income families. From September 2012, we are required to publish online information about how we have used the premium. This will ensure that parents and others are made fully aware of the attainment/progress of pupils covered by the premium and the extra support they receive.

Craneswater Junior School (2020-2021)

For 2020-2021 Craneswater Junior School will receive approximately £157,365 for Pupil Premium.

Barriers - Some of the barriers that exist in school for some pupils eligible for the pupil premium are:

- Absence due to lockdown
- Use of spoken language and limited range of vocabulary;
- Attendance – we have more pupil premium pupils as persistent absentees (more than 10%) than other children
- Special Educational Needs and Disabilities;
- Lack of experience and exposure to books and other forms of literature;
- Children’s confidence in their own ability and closed mind-set to challenge and achievement;
- Emotional stability and welfare;
- Breadth and opportunity of life experiences which impact on learning;
- Parental confidence, their own level of education and experience of school.

From research developments from the Sutton Trust/Education Endowment Fund and our own evaluation of actions in school we have decided on a number of key actions:

1. To improve the quality of teaching and learning for all through professional development					
Action	Purpose	Lead	Success criteria	Cost	IMPACT
Coaching for teachers and teaching assistants	To ensure provision is of a high quality for all pupils	Mrs McKenzie	Early identification of support where needed Appropriate support put in place	£13,014	Support provided to subject leaders (History, Geography and RE) in the leadership and management of their subject. Learning walks, pupil

					interviews and book looks conducted alongside MM. MM has also attended planning meetings to work alongside year teams in the development of planning of the curriculum. MM has modelled French lessons for teachers to observe.
2. Targeted support of Pupil Premium to accelerate academic achievement					
Pupil progress meetings between head, inclusion manager and class teacher	To ensure a tight focus on pupils' progress and their needs so that appropriate plans are put in place to support individual children	Mr Jones Miss Turner	Positive outcomes of interventions and class support	£12,000	Due to Covid 19 and the majority of children working from home, these formal meetings were not held. Instead, teachers made regular contact with parents and children to check progress
TA support for literacy, numeracy and guided reading	To provide support for all children in literacy, numeracy and guided reading	Mrs Braham	Progress in reading, writing and maths accelerates in comparison to last year	£73,335	This enabled quality first teaching to take place across the school. It was not possible to evaluate progress data due Covid 19

Continue to develop pupil conferencing as a way of supporting target setting	By focusing on involving the pupils in their goals, evaluation of their learning and ambition, we aim to increase progress. Backed up by EEF feedback + 8 months	Mrs Braham	Individual targets and tracking data and pupil progress meetings	£22,690	Due to a second lockdown, pupil conferencing was unable to happen in its usual format. Individual children had online meetings with their teacher or teaching assistants and regular phone calls.
Delivery of reading interventions:	To provide targeted smaller group support in order to accelerate their progress in reading. Evidence in school last year showed significant impact. EEF + 5 months for reading inference	Miss Turner	Positive outcome of interventions	£25,141	Reading interventions did not take place due to TAs being needed to support home learning during lockdown. On the return to school, TAs were used to support children back into the classroom.
Reading inference					
Better reading					
FFT					
Regular readers					
3. Targeted support of pupil premium to develop personal, social and emotional wellbeing in order to ensure pupils are ready to learn					
To provide:	To provide support for children experiencing specific social and emotional issues which are providing a barrier to their learning and development in school. This has been shown to have a positive impact in our school.	Miss Turner	Through individual assessment of progress against targets	£6637	All children needing emotional support and help with self-regulation, received it. This support focused primarily around areas of bereavement, anxiety, loss and anger.
<ul style="list-style-type: none"> ELSA – Emotional Literacy support at lunchtimes and during the afternoon – approx 14 hours weekly all year 					£2000

<ul style="list-style-type: none"> • Draw and Talk therapy 2 hrs weekly <p>Training of 2 teaching assistants in Draw and Talk</p>					children who have been involved in this therapy have had the opportunity to express their emotions through drawing. Both therapists have said all sessions have been highly beneficial in supporting children with their trauma.
Attendance officer support and rewards - 2 hrs weekly	Time to focus on disadvantaged pupils in particular and to provide some rewards. This has had a positive impact this year.	Mr Jones	Overall attendance improves. Regular tracking of attendance and reduction in persistent absentees	£1,327	A Significant amount of work was completed in supporting families during the Covid crisis and preparing them for reintegration following the second lockdown.
Visits and visitor subsidies	To ensure all pupils have access to high quality visits and visitors to enhance their experiences in order to support their learning	Year teams	Feedback from teachers about quality of outcomes. Number of pupils accessing and cost	£1,000	No child was excluded from learning opportunities due to financial reasons.
Monitoring and evaluation of Pupil Premium					
Monitoring of provision by PP leader/SLT including	To ensure all children are supported both academically and emotionally, according to their needs and putting in appropriate intervention where necessary	Mrs Braham	Through reports to governors	£13,014	Provision and outcomes for PP children closely monitored and tracked. CPD provided to staff. Profile of PP children remains high across the school.
· Analysis of data					
· Tracking of children					
· Parental meetings					
· CLA meetings					

· Support of service children					Reports written for the website and for the governing body, termly.
• Monitoring of learning and books					
			Total	£170,158	