Grange Junior School Pupil Premium Strategy Statement 2020-21

(Purple indicates the areas relevant to our pupils eligible for Service Pupil Premium)
(Red indicates areas relevant to spending of Catch Up Funding)

1. **Summary information** (Based on Budget Share April 2020)					
School	Grange Junior School			**Academic Year**	2020-21
Total number of pupils	**291**	**Number of pupils eligible for PP**	**109** FSM **106** Service **2** Post LAC	**Date of most recent PP Review**	Oct 2020
FSM **Post LAC** **Service** **Total PP budget**	**£146,605** **£4,690** **£ 32,860** **£184,155**	**Total FSM & PLAC spend** **Total Service spend** **Total PP spend**	**£154,704** **£33,641** **£188,345**	**Date for next internal review of this strategy**	Oct 2021
Catch Up Funding	**£23,280**	**Total Catch Up spend**	**£23,519.50**		

2. **Breakdown of Pupil Premium Children per year group (Oct 2020)**		
	FSM Ever6:	*Service*
Year 3	29%	27%
Year 4	31%	28%
Year 5	40%	31%
Year 6	27%	22%
Whole School	**32%**	**27%**

3. **Current attainment (2019) No data for 2020**				
	All pupils	*Pupils eligible for PP (Ever6 FSM)*	*Others Nationally*	*Disadvantaged Nationally*
% achieving in reading, writing and maths	55/68=**81%**	16/24=**67%**	**70.8%**	**51.3%**
Reading Progress Score	**+0.96** (-0.5 to +2.5)	**+1.68**	**+0.33**	**-0.61**
Writing Progress Score	**+0.75** (-0.6to 2.1)	**+1.21**	**+0.27**	**-0.49**

Maths Progress Score	**+1.19** (-0.1 to +2.5)	**+1.73**	**+0.37**	**-0.70**
% achieving ARE in Reading	**85%**	**74%**		
% achieving ARE in Writing	**91%**	**85%**		
% achieving ARE in Maths	**88%**	**78%**		

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Behaviour issues for a small group of children across the school, (mostly eligible for pupil premium) are having a detrimental effect on their academic progress and that of their peers.
B.	Reading & Writing attainment and progress across current year groups is lower for those eligible for pupil premium. End of year data indicates a small proportion of pupils eligible for Service Pupil Premium are not making sufficient progress in achieving greater depth.
C.	Maths attainment and progress across current year groups is lower for those eligible for pupil premium. End of year data indicates a small proportion of pupils eligible for Service Pupil Premium are not making sufficient progress in achieving greater depth.
D.	Oral language skills of a small group of children eligible for pupil premium is lower than other pupils.
E.	Missed learning due to the Covid 19 school closures or Covid 19 related absence, has resulted in gaps in children's learning.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
F.	Children eligible for pupil premium funding (Services and FSM), very often require additional social and emotional support.
G.	Many of our families eligible for pupil premium funding are unable to contribute towards the cost of extra-curricular opportunities and school visits. However, we feel that it is essential that they have these opportunities to broaden life experiences.
H.	Many of our children from pupil premium families do not come to school 'ready to learn' eg. having missed breakfast and not having sufficient uniform.
I.	Attendance of pupil premium children is broadly in line with that of others but are more likely to be late and consequently miss out on key inputs and/or interventions.
J.	A number of children have struggled during the lockdown period and have needed additional support for their social and emotional well-being.

5. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Behaviour issues are effectively managed, ensuring **all** children can access the curriculum, despite classes being restricted to their bubbles.	Fewer behaviour incidents recorded for these pupils and less disruptions to learning for them and their peers.

B.	Improve the attainment and progress of all pupils with regards to **Reading & Writing**, ensuring those eligible for PP (not SEND) do as well as those not eligible for PP and that pupils eligible for Service Pupil Premium are making sufficient progress.	The gap between PP and non PP will be diminished and/or smaller than the national gap for **Writing**. Pupils eligible for Service Pupil Premium will make good progress.
C.	Improve the attainment and progress of all pupils with regards to **Maths**, ensuring those eligible for PP (not SEND) do as well as those not eligible for PP and that pupils eligible for Service Pupil Premium are making sufficient progress.	The gap between PP and non PP will be diminished and/or smaller than the national gap for **Maths**. Pupils eligible for Service Pupil Premium will make good progress.
D.	Improve oral language skills for identified children and additional support for those children affected by the school closures.	Pupils eligible for PP and those affected by school closures, make rapid progress against the targets set by the Speech Therapist. Assessed regularly.
E.	Opportunities for children to follow a Recovery Curriculum, in order to 'catch up' on missed learning during the summer term. Appropriate interventions in place to support the needs of individuals.	Data will show that the majority of children are 'on track' for their age related objectives, by the end of the year. Pupil progress will show identified interventions and support for those children who are not.
F.	Children will receive appropriate social and emotional support to ensure they are ready to learn.	Pupils eligible will have positive attitudes towards their learning and have appropriate strategies to draw upon when needed. Pupil's mental health and well-being will be supported and effectively managed.
G.	Ensure there is equality of opportunities for all pupils, which enrich the curriculum and provide essential skills to equip children for the future.	No pupils are excluded from a broad range of extra-curricular activities and visits due to financial barriers.
H.	Children are provided with the necessities to start the school day, including individual equipment for all children.	Children have equal opportunity to start the day well, with the correct equipment, having a positive impact on the learning.
I.	The attendance of PP is closely monitored and reported upon monthly with appropriate intervention where required.	Improved attendance for those eligible for PP.

6. Planned expenditure					
Academic year	**2020-21**				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead/estimated cost**	**When will you review implementation?**
Behaviour issues are effectively managed, ensuring **all** children can access the curriculum.	EP, to deliver virtual supervision support targeted LSAs who are supporting children with challenging behaviour.	Whole school monitoring has identified a small number of children presenting with challenging behaviour, resulting in them being unable to access learning within the classroom. This training looks at strategies for supporting these children and ensuring staff are well supported.	2 groups of approximately 4 LSAs/HSLWS will be formulated and the EP will lead 6 x 1 hour sessions for each of the 2 groups. This will then be followed up with SENCo.	SENCo **£1,050**	Half Termly monitoring
	EP to deliver virtual 'drop in' sessions	A small number of children are presenting with challenging behaviour, and are struggling to access learning within the classroom, following Covid-19 school closures. This training looks at strategies for supporting these children and ensuring staff are well supported.	EP will lead 6 x 1.5 hour sessions = 9 hours	SENCo **£787.50**	This will then be followed up with SENCo.
	4 LSA's work with children with challenging behaviour on a 1:1 basis, who are not currently eligible for an EHCP.	To meet the identified needs of these individual children as well minimising disruptions to other children's learning.	The identified children have IBMP's that are reviewed regularly with the class teacher, LSA and SENCo. The LSA is supported through liaison with Primary Behaviour Service.	SENCo **£64,972**	Half Termly monitoring

Improve the attainment and progress of all pupils with regards to **Maths**, ensuring those eligible for PP (not SEND) do as well as those not eligible for PP and that pupils eligible for Service Pupil Premium are making sufficient progress.	Use of 'Mathletics' to enable children to have additional opportunities of regular practice of key skills both at school and at home.	Analysis of 2019 whole school monitoring identified that there had been notable improvements in children's fluency as a result of mathletics and this would be a valuable resource for the children to continue to use.	Maths manager to ensure it's continued to be used effectively through whole school monitoring.	Maths Manager **£1,600**	Termly monitoring
	Booster sessions with small class groups to target specific gaps in learning due to Covid 19 closures	AFL has identified specific gaps in children's knowledge and understanding due to Covid 19 school closures. These need to be addressed to ensure children 'catch-up' with their learning	£30 per session for 12 classes=£360 per booster x 6 sessions	Year Leads **£2,160**	Termly monitoring
	Continue to use Times Tables Rockstars programme, to support the fluency in children's recall of multiplication and division facts. Use of National Foundation for Educational Research (NFER) tests to ensure children are exposed to test style questions across each year group.	2019 whole school monitoring, identified the need for improved fluency of multiplication and division facts. This will support children with the introduction of the timed Year 4 multiplication test. Children across all year groups require sufficient preparation for the test style questions and this proved to be effective in 2018-19.	Maths manager to ensure it's continued to be used effectively through whole school monitoring. Tests will take place 2 x a year during the Spring & Summer term.	Maths Manager **£100** Year Leads **£1,625**	Termly monitoring Analysis of NFER papers

Improve the attainment and progress of all pupils with regards to **Reading & Writing**, ensuring those eligible for PP (not SEND) do as well as those not eligible for PP that pupils eligible for Service Pupil Premium are making sufficient progress.	Use of NFER tests to ensure children are exposed to test style questions across each year group.	Children across all year groups require sufficient preparation for the test style questions and this proved to be effective in 2019.	Tests will take place 2 x a year during the Spring & Summer term.	Year Leads **£1,625**	Analysis of NFER papers
	Purchase 300 reading record books	Support for reading at home required to ensure consistency across the school.	Launched to parents, positive response to having a consistent approach.	English Manager **£180**	Termly monitoring
	Maintain small classes (below 25) in Year 5	Based on success of previous years, where class sizes have been kept low and we have seen a significant improvement in progress and attainment.	Monitor the progress of children through Pupil progress meetings.	SLT **£24,372**	Termly monitoring
	Additional LSA in year 5, working on interventions in the afternoon	The gap left from missing the summer term of year 4 is significant for year 5 due to the jump up in curriculum expectation in year 5.	LSA to target identified specific needs of groups and individuals.	SENCo **£9,868** **£3,000**	Pupil progress reviews
			Total budgeted cost	**£111,339.50**	

ii. Targeted support					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead/estimated cost**	**When will you review implementation?**
Improve the attainment and progress of all pupils with regards to **Maths**, ensuring those eligible for PP (not SEND) do as well as those not eligible for PP and that pupils eligible for Service Pupil Premium are making sufficient progress.	Booster sessions with small class groups to target specific gaps in learning due to Covid 19 closures	AFL has identified specific gaps in children's knowledge and understanding due to Covid 19 school closures. These need to be addressed to ensure children 'catch-up' with their learning	Identification of children and their specific gaps through AFL and Pupil Progress Meetings.	Year Leads £30 per session for 12 classes=£360 per booster x 6 sessions =**£2,160**	Pupil Progress meetings at each Milestone
	LSA to lead targeted intervention for PP children 1 x hour a day.	Pupil progress meetings identified 4 x PP children, requiring additional support in order to address gaps in learning.	Monitoring of children's progress through Pupil Progress meetings.	SENCo **£2,155**	Pupil Progress meetings at each Milestone
	LSA to lead targeted intervention for PP children 3 x hours per week. (MH)	Pupil progress meetings identified children requiring additional support in order to address gaps in learning due to Covid-19 closures.	Monitoring of children's progress through Pupil Progress meetings.	SENCo **£1,437**	Pupil Progress meetings at each Milestone
	Purchase Maths diagnostic catch-up resources from Hampshire	Need to identify specific gaps in groups/individual learners	Monitoring of children's progress through Pupil Progress meetings.	Maths Manager 5 packs=**£200**	Pupil Progress meetings at each Milestone

Improve the attainment and progress of all pupils with regards to **Reading & Writing**, ensuring those eligible for PP (not SEND) do as well as those not eligible for PP and that pupils eligible for Service Pupil Premium are making sufficient progress.	Booster sessions with small class groups to target specific gaps in learning due to Covid 19 closures	AFL has identified specific gaps in children's knowledge and understanding due to Covid 19 school closures. These need to be addressed to ensure children 'catch-up' with their learning	Identification of children and their specific gaps through AFL and Pupil Progress Meetings.	Year Leads £30 per session for 12 classes=£360 per booster x 6 sessions =**£2,160**	Pupil Progress meetings at each Milestone
	LSA to lead targeted intervention for PP children 1 x hour a day.	Pupil progress meetings identified 4 x PP children, requiring additional support in order to address gaps in learning.	Monitoring of children's progress through Pupil Progress meetings.	SENCo **£2,155**	Pupil Progress meetings at each Milestone
	LSA to lead targeted intervention for PP children 3 x hours per week. (MH)	Pupil progress meetings identified children requiring additional support in order to address gaps in learning due to Covid-19 closures.	Monitoring of children's progress through Pupil Progress meetings.	SENCo **£1,437**	Pupil Progress meetings at each Milestone

Children will receive appropriate social and emotional support to ensure they are ready to learn, despite school closures due to Covid-19 (FSM & Services)	The school will maintain 3 Home School Link workers to provide social and emotional support for individuals and groups of children. Thrive practitioner will provide 10 hours of thrive support to indiduals/groups a week Services children have the opportunity to join in with service events, linked at various points in the academic year e.g remembrance	An increasing number of families (FSM & Service) requiring additional social and emotional support to enable the children to effectively engage with education. A number of children require social and emotional support due to Covid-19 school closures To provide Service children with the opportunity to meet other service children in similar circumstances including across Fareham and Gosport, where [possible (due to Covid restraints)	Home School Link workers are managed by the Inclusion manager and provided with adequate training to ensure they are able to fulfil their role effectively. One of our HSLWs is a Thrive practitioner and needs to attend relevant update training. Thrive practitioner to deliver 10 hours a week of Thrive to groups/individuals HSLW to manage Forces group and planned activities.	SENCo **£39,739** **£8,345** *Senco day) **Training:** Thrive: **£757** HSLW **£6,559** HSLW **Service Events: £500** **Forces Club Resources: £200** **Staffing: £1009**	Weekly Inclusion meetings Termly Monitoring
Improve oral language skills for identified children.	Speech and Language programme in place for small groups and individuals 4 mornings a week. Additional speech and language required to address gaps due to Covid-19 school closures	Children are identified through Speech and Language assessments and appropriate provision is in place. Children are identified through Speech and Language assessments and appropriate provision is in place.	Analysis of regular assessments monitored by SENCo. Analysis of regular assessments monitored by SENCo.	SENCo **£6,038** SENCo **£3,019**	Monitored at the end of each milestone. Monitored at the end of each milestone.
			Total budgeted cost	**£77,870**	

iii. Other approaches					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead/estimated cost**	**When will you review implementation?**
Improve the attainment and progress of all pupils with regards to **Maths, Reading & Writing**, ensuring those eligible for PP (not SEND) do as well as those not eligible for PP.	Provision of dedicated leadership time to focus on the attainment and progress of PP pupils.	This had a positive impact last year and the analysis of data for 2018/19 identified a diminishing gap between the attainment and progress of PP children compared to other children nationally.	4 x Year leads to dedicated leadership time, to review progress and attainment of all children and analysing provision for PP children.	Year Leads **£12,500**	At each Milestone during pupil progress meetings.
The attendance of PP is closely monitored and reported upon monthly with appropriate intervention where required.	HSLW to monitor attendance alongside attendance manager, monthly to identify persistent absentees and lateness and follow this up according to our attendance policy. Home visits to take place where required.	Analysis of attendance last year noted a difference between the attendance of PP children when compared to non PP children.	Hampshire attendance guidance is followed and this forms part of the HSLW performance management target.	HSLW HSLW hrs: **£1205** Travel for HSLW **£500**	Monthly report to Co-Headteachers.
Ensure there is equality of opportunities for all pupils including those eligible for PP.	Contribution towards the cost of school visits, curricular events, running of the 2 school minibuses and subsidising music tuition.	To meet the social, emotional, moral and spiritual needs of the children. To give access to a range of additional curricular activities, which broaden their life experiences, knowledge and understanding of the world and bring the learning alive.	Payment of additional curricular activities is monitored by Office staff and followed up where necessary. Individual cases are discussed and considered with parents at the discretion of the Co-Headteachers.	SLT Trips/Curricular Events: **£1000** Music **£1000** Minibuses **£3500**	Ongoing as additional curricular events take place.
	Provide work packs for those children who do not have access to the internet and who are absent due to Covid-19	25% of our families do not have internet access	All families who do not have internet access will be offered packs of work to be delivered or collected	Class Teachers **£600**	Teacher checking of work set

Children are provided with the necessities to start the school day.	Breakfast facilities are provided for those PP children who come to school late without breakfast.	Increase in number of children coming to school hungry, having not eaten breakfast. This has a detrimental effect on their learning.	HSLW's provide this facility and monitor individual children. Parents and outside agencies involved where necessary.	HSLW **£200**	Monitored weekly and discussed at Inclusion meetings.
	School uniform is subsidised for PP families at the discretion of the Co-Headteachers.	Small % of children not coming to school appropriately dressed with inadequate uniform.	Bank of uniform in school for such circumstances which can be used when necessary. This is replaced yearly.	SLT **£300**	As required
	Individual stationary packs are provided for all children to ensure all have the correct equipment to learn effectively	Proportion of children do not have equipment necessary for the school day	Each child issued with a personal pack of equipment	SLT **£1,850**	As required
			Total budgeted cost	**£22,655**	

7. Review of expenditure		
Previous Academic Year	**2019-20**	
i. Quality of teaching for all		
Chosen action/approach	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)
EP, to deliver supervision support targeted LSAs who are supporting children with challenging behaviour.	Monitoring has shown that staff are adapting classroom practise and task design for individuals in relation to their identified need, with a better understanding of the reasons behind the behaviour.	Staff responded positively to this supervision and this will continue in the next academic year.
4 LSA's work with children with challenging behaviour on a 1:1 basis.	The use of additional LSAs to support children with challenging behaviour, proved to be effective in allowing the teacher to focus on the teaching of class, whilst the needs of the individual were addressed.	We will continue to use PP funding to support the needs of individuals.
Hampshire Inspection & Advisory Service (HIAS) Input from Jacqui Clift & Brenda Robertson with a focus on the 'Adaptation of tasks in response to AFL so that identified gaps or difficulties with key conceptual learning are addressed through focussed teaching'	2019-20 whole school monitoring indicated learning journeys in Maths were more cohesive, with task design more suitably matched.	Ensure that the individual needs of **all** children are being met effectively.
Use of 'Mathletics' to enable children to have additional opportunities of regular practice of key skills both at school and at home.	Use of Mathletics across the school continues to provide opportunities for children to practise key number skills to enhance fluency.	Mathletics subscriptions to continue, making more effective use of the homework facility.
Launch of Times Tables Rockstars programme, to support the fluency in children's recall of multiplication and division facts.	The use of Times Table Rockstars has increased fluency in multiplication facts.	Time Tables Rockstars to continue, as a useful tool to support fluency of multiplication facts.
Use of NFER tests for **Maths** to ensure children are exposed to test style questions across each year group.	Children are better prepared for Key Stage 2 SATS and teachers have used this information to inform future planning and teacher assessed judgements at each milestone.	NFER testing to continue, twice yearly (Spring and Summer term)

Use of NFER tests for **Reading** to ensure children are exposed to test style questions across each year group.	Children are better prepared for Key Stage 2 SATS and teachers have used this information to inform future planning and teacher assessed judgements at each milestone.	NFER testing to continue, twice yearly (Spring and Summer term)
Reading Café during Spring and Summer terms, to encourage reading outside of the school day.	Reading café provided opportunities for parents to read with their children outside of the school day.	Reading café unable to continue throughout the year, due to Covid 19 visitor restrictions.
Maintain small classes (below 25) in Year 4	Pupil Premium children make greater progress when compared to all pupils in the KS2 SATS in previous years.	Small class sizes to continue for current Year 5.
ii. Targeted support		
Chosen action/approach	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)
Recruitment of 4 additional mid-day supervisors to support activities during lunchtimes.	Lunchtime supervisor now allocated to each classroom ensuring continuity.	To continue to employ a mid-day supervisor for each class.
After school booster sessions for **Maths, Reading & Writing**, with class teacher to target small group needs.	Provided opportunities for identified target children to attend booster sessions, to address any gaps in their knowledge and understanding.	Booster sessions to continue, with a focus on PP children not making expected progress and those children with gaps in learning, as a result of the Covid 19 closures.
LSA to lead targeted intervention for PP children 1 x hour a day, for **Maths, Reading & Writing**.	Through pupil progress meetings additional support for PP children was identified and delivered in order to address gaps in children's learning.	Continue to use PP tracking documents for 2 x children per class, to be monitored by SENCo.
2 additional Home School Link workers to provide social and emotional support for individuals and groups of children.	The employment of 2 additional HSLWs has enabled more families to be supported and for more children to be socially and emotionally supported, enabling them to more effectively engage in education.	We will continue to fund 2 additional HSLWs, and provide suitable training to enable them to fulfil their role effectively. This has enabled more children to receive the support they need, enabling them to access their learning.
Services children have the opportunity to join a weekly 'Forces club' led by an ELSA. In addition to this, children are invited to attend 3 termly events including a Christmas party and a summer picnic. (Spring activity tbc)	Service families are supported through weekly provision, as well as opportunities to meet other service families across Gosport.	HSLW to continue to manage the forces children, although the approach will need to be different in light of the Covid 19 restrictions for 'social gatherings' and mixing of bubbles.

Speech and Language programme in place for small groups and individuals 4 mornings a week.	Speech and language needs of identified children are assessed and appropriate provision is in place to enhance progress and attainment.	Speech and Language programmes to continue for those identified children, with additional support in place for those children with identified gaps, as a result of the Covid 19 lockdown.
iii. Other approaches		
Chosen action/approach	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)
Provision of dedicated leadership time fortnightly to focus on the attainment and progress of PP pupils.	This time enabled Year group leads to effectively track and monitor the progress and attainment of all pupils in their year group. This included a more thorough analysis of the PP children.	We will continue to fund Year group leader's management time in order to allow them the opportunity to effectively monitor the progress and attainment of PP children and plan appropriate interventions, although it is felt that blocked time at specific times of the year would be of greater benefit.
HSLW to monitor attendance alongside attendance manager, monthly to identify persistent absentees and lateness and follow this up according to our attendance policy. Home visits to take place where required.	Attendance of all children is now more closely monitored and followed up accordingly. This has resulted in improved attendance for all children.	Attendance monitoring and necessary follow ups to continue, with half termly reports.
Contribution towards the cost of school visits, curricular events, running of the 2 school minibuses and subsidising music tuition.	Funding gave all children access to a range of additional curricular activities, which broadened their life experiences, knowledge and understanding of the world and brought the learning alive.	We will continue to use funding to support the enrichment of the curriculum, enabling all children equal opportunities.
Breakfast facilities are provided for those PP children who come to school late without breakfast. School uniform is subsidised for PP families at the discretion of the Co-Headteachers.	Children coming into school hungry are provided with breakfast and are then ready to access their learning. Uniform issued for families are the discretion of the Co-Headteachers.	Breakfast facilities to continue where required. Financial support with uniform to continue to be provided at the discretion of the Co-Headteachers.