

PUPIL PREMIUM STRATEGY STATEMENT

Stamshaw Junior School

SCHOOL OVERVIEW

Metric	Data
School name	Stamshaw Junior School
Pupils in school	223
Proportion of disadvantaged pupils	41.7%
Pupil premium allocation this academic year	£131,085
Academic year or years covered by statement	2020-2022
Publish date	23th October 2020
Review date	February 2021
Statement authorised by	Mr Rob Jones
Pupil premium lead	Mrs Sam Cantini
Governor lead	

DISADVANTAGED PUPIL PROGRESS SCORES FOR LAST ACADEMIC YEAR

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

DISADVANTAGED ATTAINMENT FOR LAST ACADEMIC YEAR

Measure	Score (Based on March 2020 TA)
Meeting expected standard at KS2	%
Achieving high standard at KS2	%

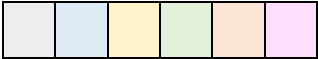
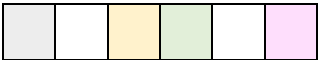
STRATEGY AIMS FOR DISADVANTAGED PUPILS

Aim	Target	Target date
Children will leave KS2 with similar outcomes to their non-disadvantaged peers.	<p>The gaps between disadvantaged children and non-disadvantaged children will continue to diminish to enable disadvantaged children to achieve more in line with their peers (national measure). (Progress score 0)</p> <p>Combined: diminish difference from 42%</p> <p>Reading: diminish the difference from 36%</p> <p>Writing: diminish the difference from 41%</p>	Sept 22

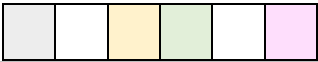
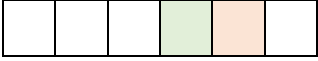
	<p>Maths: diminish the difference from 34%</p>	
<p>Improved monitoring and targeting of children in receipt of pupil premium for attendance and lateness</p>	<p>Attendance of pupils in receipt of Pupil Premium is in line or better than National benchmarks Reduction in persistent absentees Reduction in minutes of learning lost through lateness Ensure absence of pupils in receipt of PP continues to improve so that it is above that of the PP national average (5.4%) and by 2022 is in-line with the national average of 3.9% Focus on persistent absence of PP pupils so that it is at least line with the national average of 8.4% by 2023 (Measured through MIS attendance data, IDSR/ASP)</p>	<p>Sept 22</p>
<p>All teaching ensures good outcomes in whole class teaching and interventions, and assessment is used by staff to target and close the gap</p>	<p>All teaching and interventions are demonstrating good outcomes in triangulated learning walks Attainment of pupils in receipt of pupil premium is closer to national at the end of KS2 Gaps in attainment between pupils in receipt of pupil premium and (National) other pupils are narrowed or closed There is an increased percentage of pupils in receipt of pupil premium working above national standard (GDS)</p>	<p>Sept 22</p>
<p>Increased and effective support in place to support pupils' social, emotional and mental health needs</p>	<p>Pastoral care and provision maps reflect the support in place to meet the pupils' identified needs Monitoring and tracking shows impact of support Behaviour and exclusion data show impact of effective pastoral care Pupils are taught to be self-regulated learners and aware of their strengths and areas for development. Pupils motivate themselves to engage in and improve their learning. Pupils develop and progress their knowledge of tasks, strategies and of themselves as learners Pupils are explicitly supported to develop independent learning skills</p>	<p>Sept 22</p>
<p>Increased parental engagement for pupils in receipt of Pupil Premium</p>	<p>Evidence of parents engaging more effectively with learning and as a result, the targeted pupils make good progress Increased attendance of parents at parents' evening; curriculum events/ workshops</p>	<p>Sept 22</p>

Improvement in pupil's oracy, communication and language skills will be evident.	<p>Pupils in receipt of PP will make the necessary progress from individual starting points through diagnostic assessment</p> <p>Pupils in receipt of PP will demonstrate improved language skills based on Talk Boost assessment criteria from to Y6.</p> <p>Technical vocabulary to be explicitly taught across all curriculum subjects.</p>	Sept 22
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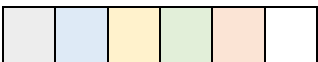

TEACHING PRIORITIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
<p>Priority 1</p> <p>To ensure consistently highly quality teaching every day</p> 	<ul style="list-style-type: none"> • Quality CPD and support; as well as release time will ensure teachers have the capacity, expertise and knowledge to support all pupils. • Triangulated Learning walks by SLT & SMT • Improve robustness of assessment data and the use of gap analysis to close the gaps • Leadership release time • Peer to Peer support within school; and beyond to other Trust schools where appropriate • Lesson study and Peer drop ins
<p>Priority 2</p> <p>To provide structured interventions to raise attainment and progress at the end of KS2</p> 	<ul style="list-style-type: none"> • Adult support in class • Deliver CPD to deliver research based and bespoke interventions • highly focused lesson design with sharp objectives • high demands of pupil involvement and engagement with their learning • high levels of interaction for all pupils • appropriate use of teacher questioning, modelling and explaining • an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups • an expectation that pupils will accept responsibility for their own learning and work independently • regular use of encouragement and authentic praise to engage and motivate pupils.
<p>Barriers to learning these priorities address</p>	<p>The number of pupils with social, cultural and emotional barriers to their learning</p> <p>Ensuring teaching consistency ensures accelerated progress for all pupils in receipt of PP</p> <p>High level of pupils in receipt of PP with speech and language requirements</p> <p>High percentage of SEND and underachieving Pupils in receipt of PP with a range of complex needs</p>
<p>Projected spending</p>	<p>£21,658</p>

TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

Measure	Activity
<p>Priority 1</p> <p>To increase rates of progress and to close any gaps between National other and Pupils in receipt of Pupil Premium</p> <p>There is effective support in place to support pupils' speech and language needs</p> 	<ul style="list-style-type: none"> • Additional TAs so that each year group has additional adult support for targeted intervention • Development of Provision Map Writer to track provision (3 yr subscription purchased with 18-19 PPG) • Triangulated Learning walks for interventions • EP time for CPD and tailored support for individuals • Use of Speech & Language software for assessment of language needs • CPD for all staff to increase language development through QFT and intervention
<p>Priority 2</p> <p>To increase engagement of parents in children's learning</p> <p>There is effective support in place to support pupils' social, emotional and mental health needs</p> 	<ul style="list-style-type: none"> • Further development of the pastoral team • Continued contact from pastoral team for most vulnerable families • Continued use of Marvellous Me and social media to engage parents • Coffee mornings and surgeries for parents around curriculum areas and specific needs • High quality pastoral support from pastoral team (HoI & ELSAs) • MABS SLA: To advise and support working with pupils with SEMH • CPoMS: Clear and concise record keeping for pupils and families with more complex needs • Research and reference books to support CPD and the knowledge of staff • Clear identification and support for pupils with SEMH needs, especially for pupils with 'invisible' needs (such as developmental trauma) • Targeting/ supporting parents has a greater impact on engagement of them and pupils
<p>Barriers to learning these priorities address</p>	<p>Compared to IMD scores at National Lower Super Output Area Level, Stamshaw Junior School's level of deprivation ranks between 20-30% most deprived neighbourhoods in the country</p> <p>Although work on attendance has had some success, this is an ongoing barrier that we need to continue to focus on</p> <p>Some poor parental engagement in their children's learning</p> <p>Current reputation of the school within the city is low</p> <p>Time for interventions which doesn't impact the broad curriculum offered to all</p>
<p>Projected spending</p>	<p>£95,727</p>

WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
<p>Priority 1</p> <p>All pupils experience a range of high-quality experiences both within and beyond the school day</p> 	<ul style="list-style-type: none"> • In line with current Covid-19 guidance, identify enhanced activities that can take place on site, or off site if walking • Subsidised breakfast club (up to 20)
<p>Priority 2</p> <p>Improved monitoring and targeting of pupils in receipt of pupil premium for attendance</p> 	<ul style="list-style-type: none"> • CPD for new attendance roles in school (Pastoral team) • Use of the SIMs manager to monitor the attendance of target groups • Identify incentives for supporting individual pupils with lower attendance rates (especially those who are persistent absentees)
<p>Barriers to learning these priorities address</p>	<p>Compared to IMD scores at National Lower Super Output Area Level, Stamshaw Junior School's level of deprivation ranks between 20-30% most deprived neighbourhoods in the country</p> <p>Although work on attendance has had some success, this is an ongoing barrier that we need to continue to focus on</p> <p>Some poor parental engagement in their children's learning</p> <p>Current reputation of the school within the city is low</p> <p>Time for interventions which doesn't impact the broad curriculum offered to all</p>
<p>Projected spending</p>	<p>£ 13,700</p>

MANAGING RISK

Area	Challenge	Mitigating action
Teaching	Ensuring teaching consistency ensures accelerated progress for all pupils in receipt of PP	CPD and training for all staff Coaching and monitoring to triangulate evidence
Targeted support	High level of Pupils in receipt of PP with speech and language requirements High percentage of SEND and underachieving Pupils in receipt of PP with a range of complex needs	Purchase speech and language programme to support with effective assessment with clear actions to follow. This will support clear targeting for all pupils.
Wider strategies	Some poor parental engagement in their children's learning	Set up drop ins and support for parents based on range of needs that they may experience,

REVIEW: LAST YEAR'S AIMS AND OUTCOMES

Due to Covid-19 many aims from last academic year were not fully developed or embedded. These will be incorporated into the strategy for 20-21

Aim	Outcome
<p>All teaching to be good or better in whole class teaching and interventions, and assessment is used by staff to target and close the gap</p>	<p>Monitoring demonstrate that there is increasing strength in the teaching. There is progress evident in books from all year groups. Higher expectations are demonstrated through this and the planning in books.</p> <p>Interventions are targeted with greater effectiveness. Research based interventions are providing provision to diminish the difference for outcomes</p>
<p>To improve outcomes for pupil premium pupils by the end of KS2 in Reading, Writing & Maths.</p>	<p>Due to the Covid-19 Pandemic a measure impact in relation to previous academic year could not be obtained. These aspects have been incorporated into the strategy for next academic year.</p> <p>The TA data at the end of March 2020, demonstrates that each year group was making progress towards improving outcomes</p>
<p>Improved monitoring and targeting of pupils in receipt of PP for attendance</p>	<p>Attendance rates across the whole school have improved greatly over the past year. When we entered lockdown in March the whole school attendance was at 96.7%</p> <p>The PA data is demonstrating that the number of pupils who are persistently absent</p>
<p>There is effective support in place to support pupils' social, emotional and mental health needs</p>	<p>The development of the pastoral team has increased the capacity to support families as well as pupils.</p> <p>CPD for all staff has increased the understanding of the range of SEMH needs and the potential causes for the behaviours demonstrated.</p>
<p>There is effective support in place to support pupils' speech and language needs</p>	<p>TA trained on speech and language needs.</p> <p>Due to the Covid-19 pandemic, this aim was not developed fully and has been incorporated into the strategy for the next academic year.</p>
<p>Increased parental engagement for disadvantaged pupils</p>	<p>The past year has seen some real success in terms of parental engagement.</p> <p>The pastoral team made regular phone calls to parents pre lockdown.</p> <p>During lockdown, at least weekly contact with parents and pupils. Advice and support given, stronger relationships with families built.</p>
<p>Improve the reputation of the school.</p>	<p>This is improving. For 2020-21, there are 3 classes in year 3.</p> <p>The number of pupils on roll across the school have increased.</p>