

1. Summary information					
School	Garden Suburb Junior				
Academic Year	2020 -21	Total PP budget £87,260	£ (April 2020-April 2021)	Date of most recent PP Review	June 2021
Total number of pupils	349	Number of pupils eligible for PP 65		Date for next internal review of this strategy	

The term also used by the Department for Education for pupils eligible for Pupil Premium (PP) Funding is Disadvantaged Pupils

2. Barriers to future attainment	
<p>This plan was made in March 2020 during the first Covid-19 lockdown. It was difficult to plan due to the uncertainty of the situation and had to be modified due to both lockdowns.</p> <p>We believe that the best way to ensure that PP children achieve their potential is for the Pupil Premium grant to contribute primarily to quality teaching and learning 'Quality First Teaching' for all ability groups. This is supported by Sutton Trust and recognised by most educationalists.</p> <p>We also use the grant as a contribution to specific interventions to support with English and Maths and where necessary to support: attendance and punctuality, engagement in school life, social, emotional and physical wellbeing</p> <p>In-school barriers</p>	
A.	Pupil premium pupils attainment is not as high as the non-pupil premium pupils particularly at greater depth
B.	Social and emotional difficulties that can impact on learning and attitudes to learning and self esteem
C.	Pupil premium pupils who are EAL need additional support
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Lack of support with homework and extending learning, lack of aspirational attitude.

3. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Continue to ensure PP pupils reach the national standard and diminish the difference in attainment across all key areas through ‘quality first teaching’. Provide quality training and feedback for staff on good practice through INSET and membership of BPSI. Ensure quality outcomes and raised attainment through quality planning. Leadership structure enables a member of Leadership Team Support for Year Group teams eg Leadership leading year group planning in Y3, Y5 and Y6	Progress and attainment at Key stage 2 will be at least in line with national expectations and gaps in learning will be made smaller in Maths and English. More PP pupils will attain greater depth
B.	Provide interventions for pupils who are falling behind especially in reading eg intervention groups eg IDL English and Maths, EAL club, homework club	Pupils who are have gaps in their learning will be supported and more engaged and able to access learning in class
C.	Continue to ensure that good learning behaviours are developed through focusing on learning powers, developing resilience and good behaviour as well as supporting pupils and families with social and emotional difficulties	Pupils will develop better learning behaviours and be more able to respond to feedback in order to improve their outcomes. Supporting emotional and behavioural needs ensures better learning environment for all pupils
D.	Develop and increase the ‘Cultural Capital’ of PP Pupils in order to engage and extend them in their learning. Develop an aspirational culture for all pupils	PP pupils will be engaged and extended with curricular and extra-curricular activities with increased opportunities to lead and take risks with their learning.

4. Planned expenditure					
Academic year	2020-2021				
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. Covid – 19 modifications in red					
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	When will you review?
To ensure ‘Quality First Teaching’ enabling pp pupils to get the feedback necessary to make good progress	Leadership team directly involved in planning in all Year Group Teams Year Groups Leaders to monitor provision Training to ensure all staff understand what ‘Quality First Teaching’ looks like. Continue to develop ‘Mastery Approach in Maths’ Develop a love of reading in order to raise attainment in English During Lockdown work to be uploaded to school website. Work planned to provide a curriculum as close as possible to the one pupils would have had in school. From June 2020 all pupils invited into school in order to track wellbeing and aid transition to new academic year.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest that ‘Quality First Teaching’ and high quality feedback is an effective way to improve attainment.	Lesson observations, monitoring of pupil outcomes, monitoring of planning, pupil review days, Impact statements on PP pupils from Year Group Leaders termly	Year Group Leaders, Deputy Head/ Assistant Heads	Termly through data analysis Lesson observations

	<p>September/October 2020 training for staff on quality teaching and recovery of lost learning. Recap and remembering strategies incorporated into all lessons.</p> <p>December 2020 Home Learning Policy established.</p> <p>Jan-March 2021 New Home Learning Policy put into place with the use of 'Showbie' enabling better quality feedback on learning.</p> <p>January – March laptops provided for all who needed it.</p> <p>Daily 'Zoom' registration and catch up sessions enabled early identification of those who needed support.</p> <p>Vulnerable and SEN pupils invited to Year Group Key worker school. Direct teaching provided to these vulnerable pupils.</p>				
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Target specific needs of PP pupils in English and Maths	<p>Expectation on teachers and Year Group Leaders of demonstrating their impact on raising standards for PP pupils by being more forensic about the needs of the pupils in their Year Groups</p> <p>Training for staff on raising expectations and increasing challenge for all pupils from the beginning of a lesson</p> <p>Differentiated resources including paper copies where necessary provided during March –July Lockdown Zoom lessons provided for some pupils.</p> <p>Jan- March 2021 lockdown. Home learning policy and use of Zoom sessions enabled needs of groups and individuals to be targeted better.</p>	<p>We want to ensure that PP pupils can achieve high attainment as well as simply ‘meeting expected standards’. We want to ensure that all teachers provide challenge and the necessary feedback for these pupils.</p>	<p>INSET for staff Monitoring Moderation</p>	<p>Deputy Head/ English Co-ordinator Maths Coordinator</p>	<p>Monitoring of outcomes Moderation Termly data analysis Pupil Review Days Impact statements</p>
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Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that PP pupils who are falling behind in Maths and English are provided with the relevant interventions	<p>Interventions</p> <ul style="list-style-type: none"> - Small group support - Reading groups - Before/after school focus groups - Interventions in English eg IDL - Interventions in Maths eg IDL/ timetables - EAL Club - Homework Club <p>Differentiated resources and zoom lessons for groups and individuals.</p>	Quality first teaching supplemented by a variety of interventions (plan do review) is identified in EEF Tool kit.	Regular communication between the class teachers and teachers providing the interventions to support with planning and review.	Deputy Head/ PP leads/ Inclusion Manager	Termly
To ensure that pupils entitled to pupil premium have high aspirations and are motivated to achieve	<p>Training for staff on developing an aspirational culture</p> <p>Engagement and participation of all was tracked through daily registration and catch up sessions. Contact with the teacher by telephone/zoom. More regular contact with individuals where necessary.</p>	Research by Marc Rowland	Forensic analysis of needs of PP pupils with new interventions eg enabling PP pupils more opportunities to lead, take risks, and develop their cultural capital	Deputy /Year Group Leaders/Curriculum Co-ordinators	Half termly
Total budgeted cost					£69,328

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Support the behaviour, emotional health and wellbeing of pupils.</p> <p>Develop more resilient learners</p>	<p>Subscription to Health and Wellbeing service (HEWS)</p> <p>Consultations by phone and Zoom provided where necessary</p> <p>September- October 2020 training for staff on assessing emotional health of pupils and on supporting vulnerable pupils</p> <p>School led emotional health groups eg 'Magical Me'</p> <p>SENCO stayed in touch with vulnerable pupils. During both lockdowns. All EHCP pupils attended Key worker school Jan – March 2021</p> <p>Focus on developing resilience through 'Learning Powers'</p> <p>Emotional health prioritised during both lockdowns. And during September 2020- December 2020. Individual support for families where necessary.</p>	<p>If pupils emotional and behavioural needs are met all pupils benefit and are able to access the curriculum more effectively.</p> <p>Work of Guy Claxton indicates that successful learners need to develop good learning behaviours to be able to respond effectively to feedback.</p>	<p>Vulnerable pupils will be identified to access support. External agencies will lead and train staff in delivering 'Mighty Me' and other self-esteem raising initiatives. Parents will have access to support. INSET for staff on 'Learning Powers' Information for parents on website</p>	<p>Inclusion manager/</p> <p>Deputy/Head</p>	<p>Review after 8 week programs throughout the year Feedback from pupils/parents after interventions</p> <p>Pupil voice interviews termly</p>

<p>To raise confidence and improve engagement of eligible pupils by:</p> <ul style="list-style-type: none"> • participating in extra-curricular activities • attending before and after school care • participating in educational visits 	<p>Contribution towards funding for identified children to participate in school activities.</p> <p>Before and after school care available for vulnerable pupils Sept 2020 - December 2020.</p>	<p>Participation in extra-curricular activities raises self-esteem, helps to build relationships with peers and raises confidence.</p> <p>“Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. This might be through after-school activities or a programme organised by a local sporting club or association.” (Teaching and learning Toolkit)</p>	<p>Close monitoring of the children who are attending clubs – are PP children being given fair access to clubs.</p>	<p>Headteacher</p> <p>Support Teacher</p> <p>LSA feedback</p>	<p>Throughout the year</p>
Total budgeted cost					£17,932