

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Garden Suburb Junior School
Number of pupils in school	337 (Oct 2021 Census)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	February 2022
Date on which it will be reviewed	May 2022
Statement authorised by	Strategy overview and funding plan discussed at GB in June 2021. This report to be presented to GB Spring 1 Meeting February 2022
Pupil premium lead	Eileen Bhavsar
Governor / Trustee lead	Ruth Henrywood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,735
Recovery premium funding allocation this academic year	£4,857
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year	£97,592

Part A: Pupil premium strategy plan

Statement of intent

Nationally, disadvantaged pupils have been impacted greatly by school closures. As a result, we provided additional staff training in early March 2021 focusing on the needs of these pupils based on a three tiered approach. Read the [Education Endowment Foundation's \(EEF\) pupil premium guide](#) for information about the tiered approach to spending.

Teaching	Targeted Academic Support	Wider Strategies
<ul style="list-style-type: none">- planning an innovative curriculum which builds on prior learning- lessons planned to engage with hooks and practical activities- fostering good behaviours for learning- clear explanations- excellent and differentiated questioning styles- planned scaffolding/differentiation- collaborative work- partner talk- quality formative assessment	<ul style="list-style-type: none">- structured interventions- small group tuition- one to one support- effective deployment of LSAs- reading interventions	<ul style="list-style-type: none">- building relationships with adults- fostering friendships with peers- enjoyment of learning- ensuring correct uniform- support with organisation and responsibilities- engaging parents with homework tasks- engaging parents with wider curriculum expectations

Key Principles

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 first teaching and learning' for all ability groups. High expectation for all learners is one of the most significant interventions. This is supported by the Sutton Trust and recognised by most educationalists.

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.

Achieving the Key Principles

- Training for staff has taken place on 'Quality First Teaching' to develop strategies that should be used in all lessons on promoting engagement, questioning and assessment for learning as well as having high expectations for all pupils. We want staff to be aware that 'every interaction is an intervention' and that we must all be strategic with the way that our time is used to ensure readiness for learning.
- We are continually assessing any possible gaps in learning through, a range of strategies such as, flash backs at the start of lessons, revision quizzes, formative observations and assessments.
- Teachers made assessments on return from lockdown in February 2021 and at the end of the academic year in June 2021.
- Teacher assessments were made in October 2021 and will made in February 2022 and June 2022. Class review meetings are held to analyse data and all assessments inform future planning for groups and individuals.
- We continue to develop a curriculum that focuses on recovery and the identified needs of groups and individuals. Assessments made in February and June 2021 identified that writing remains a key area of development following the period of disrupted schooling.
- Emotional health and wellbeing for pupils and families has been prioritised. Staff training on this has also been prioritised.
- It was nationally identified after re-opening in March 2021 that the most effective intervention was the development of positive relationships with teachers. It was also recommended to focus more on practical activities and collaborative work as these were the areas that will have suffered most during lockdown. In addition, enhancing the cultural capital of our pupils will be prioritised through our broad and engaging curriculum.

Ultimate Objectives of our Strategy

- Have high expectations of attainment and behaviours for learning for all
- Ensure pupils make good progress from starting points and accelerate learning where possible
- Identify potential barriers to learning and address them

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupil premium pupils attainment is not as high as the non-pupil premium pupils particularly at greater depth
2	Social and emotional difficulties that can impact on learning and attitudes to learning and self esteem
3	Pupil premium pupils who are EAL and/or SEND need additional support
4	Family situations can reduce the capacity of aspirational attitude and access to experiences to develop cultural capital e.g. lack of support with homework and extending learning outside of the classroom

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** and how we will measure whether they have been achieved.

Intended outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<p>Continue to ensure PP pupils reach the national standard and diminish the difference in attainment across all key areas through 'quality first teaching'. Provide training and feedback for staff on good practice through INSET and membership of BPSI. Leadership Team to support team leaders to raise attainment through quality planning, mentoring and coaching.</p> <p>Measurement through: INSET records, lesson observation feedback, monitoring of planning and pupil outcomes, support and development opportunities and staff feedback and attainment and progress data.</p>	<p>Progress and attainment data across the school, including at end of Key Stage 2, will be at least in line with national expectations. Pupils make good progress in relation to their starting points, with accelerated learning where possible. Gaps in learning will be made smaller in Maths and English. More PP pupils will attain greater depth.</p>
B.	<p>Provide interventions for pupils who are falling behind especially in reading e.g. intervention groups, 1:1 support, IDL English and Maths, EAL club, and homework club.</p> <p>Measurement through: Programme of interventions in English and Maths with impact measured.</p>	<p>Pupils who are have learning gaps will be supported, more engaged and able to access learning in class independently.</p>
C.	<p>Continue to ensure that good learning behaviours are developed through focusing on our 'learning powers'. Build self-esteem, develop resilience as well as support pupils and families with social and emotional difficulties. E.g. HEW interventions, Magical me/mighty me.</p> <p>Measured through: Impact report on - Number of pupils and families supported through HEWS, self-esteem building activities e.g. magical /mighty me.</p>	<p>Pupils will develop better learning behaviours and be more able to respond readily to feedback and improve their outcomes. Supporting emotional and behavioural needs ensures a better learning environment for all pupils.</p>
D.	<p>Develop and increase the 'Cultural Capital' of PP Pupils in order to engage and extend their learning through a broad and aspirational curriculum. Develop the skills of curriculum co-ordinators to develop their subject. Create an aspirational culture for all pupils.</p> <p>Measured by: Provision of a broad, aspirational curriculum with clear intent, implementation and impact statements, pupil outcomes, newsletters, visits and visitors, pupil feedback.</p>	<p>PP pupils will be engaged with increased opportunities for the development of cultural capital through a broad curriculum and extra-curricular activities with increased opportunities to lead and take risks with learning.</p>

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £51,541 (+ £3,070 recovery premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>External training courses and INSET to support:</p> <ul style="list-style-type: none"> the development of staff in the delivery of a broad curriculum the development of staff on Quality First Teaching and high expectations the development of staff on supporting good mental health of pupils Staff planning a new English curriculum to ensure pupils have a better understanding of the Purpose, Audience and Type (PAT) of the writing we are expecting them to produce. Scaffolding for pupils will be provided over a period of 3 weeks for a more independent extended write in the 4th week. 	<p>Create a leadership environment and school climate that is conducive to good implementation.</p> <p>Go to this link for information about the tiered approach to spending. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1,2, 3,4
Support for Year Group Leaders in developing leadership, coaching and mentoring skills		1,3,4
Leadership support for the development of maths teaching across the school		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18,725 (+ £1,787 recovery premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA led interventions to support groups and individuals across the school.	EEF Covid-19 Support for schools https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf	1
Additional teacher in Year 6 (Deputy). Support for SATs preparation. Booster classes enabling quality differentiation in Maths.		1

Budgeted cost: £27,469

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create a culture of prioritising good mental health and wellbeing through: <ul style="list-style-type: none"> Emotional Health and Wellbeing Support Service (HEWS). Professional councillor every other week to provide emotional health support for pupils, parents and staff In house support from the SENDCo to support staff, pupils and parents and pupils with, or who previously have had, a social worker 	Go to this link for information about the tiered approach to spending. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium Go to this link for information COVID-19 mental health and wellbeing surveillance -Updated 18 November 2021 https://www.gov.uk/government/publications/covid-19-mental-health-and-wellbeing-surveillance-report/1-about-this-report	2
		2
Develop cultural capital through enhanced curriculum, extra-curricular curricular activities		4

Total budgeted cost: £92,735 + £4,857 (Recovery Premium)= £97,592

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

In school analysis took place. March 2021 detailed teacher assessment were made of all pupil premium pupils using the information available from when the school was open and work submitted during school closure. Strategies to target the needs of these pupils in their class bubbles were identified. Further assessments were made in June 2021.

Data analysis on return to school indicated that pupil premium pupils were impacted more by school closure. Due to school closures for part of the year strategies had to be adapted. We maintained our commitment to Quality First Teaching even during school closure.

Quality First Teaching

Our commitment to providing quality first teaching was the focus when developing our home learning policy. The Autumn term 2021 was spent introducing a robust home learning platform 'Showbie'. We ensured that all pupils and parents knew how to access this. We continued our high expectations of teaching, learning and participation. As much as possible we provided the curriculum that pupils would have received in school, covering all curriculum areas. Instructional videos and presentations were provided. The day started with the class teacher holding a 'Zoom' registration session with instructions for the day and finished with 'Zoom' a catch up session and pastoral care activities. Feedback on learning was provided. If pupils did not participate or return quality work teachers contacted parents to discuss further support. Vulnerable pupils and all pupils with EHCP attended the key worker school.

Targeted Interventions

Differentiated tasks were provided. Some pupils offered smaller group work via 'Zoom'.

Non Academic Barriers to Learning

During school closure, we ensured that all pupils who required technology received a DfE laptop.

Attendance was monitored vigilantly and absent pupils were followed up and offered further support if necessary.

Emotional health support and pastoral care was provided at registration and catch up or if parents indicated additional need. Some pupils were offered 'zoom' sessions with our emotional health therapist.

See review document for further details.

Further information (optional)

The following grants are being used to support disadvantaged pupils:

Renaissance and Recovery Grant for LA

School Led Tutoring

Sports Premium