

# Freegrounds Junior School Pupil Premium Strategy Statement 2020-2021

**1. Whole-school ethos of attainment for all:** Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.

**2. Addressing behaviour and attendance:** Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.

**3. High quality teaching for all:** Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.

**4. Meeting individual learning needs:** Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.

**5. Deploying staff effectively:** Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.

**6. Data driven and responding to evidence:** Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.

**7. Clear, responsive leadership:** Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

## School overview

School name	Freegrounds Junior School
Pupils in school	355
Proportion of disadvantaged pupils	48 pupils eligible for Pupil Premium Grant = 13.52% 1 pupil eligible for Service Grant = 0.28%
Pupil premium allocation this academic year	£68,870
Academic year or years covered by statement	2020-2021
Publish date	November 2020
Review date	July 2020
Statement authorised by	Ryan O'Hearn
Pupil premium lead	Vicky Davies
Governor lead	Tamsin Sillars

## Disadvantaged pupil progress scores for last academic year

(2018-2019 data as 2019-2020 data is unavailable due to COVID19)

Measure	Score
Reading	-3.02
Writing	-2.29
Maths	-1.32

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 Reading	58.3%
Achieving high standard at KS2 Reading	20%
Meeting expected standard at KS2 Writing	75%
Achieving high standard at KS2 Writing	6.6%
Meeting expected standard at KS2 Maths	66.7%
Achieving high standard at KS2 Maths	26.6%
Achieving expected combined (R/W/M) at KS2	50%
Achieving high standard combined (RWM) at KS2	6.6%
Measure	Activity
Priority 1	To improve the use of assessment to target and increase progress made by Pupil Premium children.  (Whole School Improvement Plan – Priority 1)
Priority 2	To improve the provision for positive mental health and wellbeing by creating a shared ethos and understanding across the school which effectively supports personal development  (Whole School Improvement Plan – Priority 2)
Barriers to learning these priorities address	By improving the accuracy of teacher assessments, both formative and summative, we will have a clearer understanding and knowledge of children's gaps. CPD will train and support teachers to: <ul style="list-style-type: none"> <li>- Make more accurate assessments</li> <li>- Use assessments to unpick gaps and barriers to learning/understanding.</li> <li>- Provide improved next steps for children</li> <li>- Offer further learning opportunities and support both in and outside the class to close gaps</li> </ul> <p>Many of our PP children have SEMH needs. Some specific, individual needs require support from trained LSAs. These support programmes help children to be 'ready to learn' and enable children to be in a better emotional state to access learning and make better progress.</p>
Projected spending	<b>TOTAL: £21,600</b> Priority 1: £1,000 – Staff training in on-going formative assessment including Questioning ('Teacher Walkthrus') and whole-class feedback/DIRT approach. £5,000 – Set up of new tracking systems, training and support for staff £2,000 – Additional staff time for implementing new tracking system  Priority 2: £7800 – SEMH Lead 1 day per week £5,800 – ELSA and FEIPS trained staff to deliver SEMH interventions and support.

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To improve progress scores for PP children in Reading at the end of Key Stage 2 compared to 2019.	July 2021
Progress in Writing	To improve progress scores for PP children in Writing at the end of Key Stage 2 compared to 2019.	July 2021
Progress in Mathematics	To improve progress scores for PP children in Mathematics at the end of Key Stage 2.	July 2021
Other	A higher proportion of our PP children achieve a higher level of achievement in Reading, Writing and Mathematics combined at Key Stage 2.	July 2021

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Identifying and closing any gaps in Reading and Writing that may have developed or grown during COVID19 school closures so that PP children make accelerated progress and are not disproportionately affected by the lockdown.
Priority 2	Identifying and closing any gaps in Maths that may have developed or grown during COVID19 school closures so that PP children make accelerated progress and are not disproportionately affected by the lockdown.
Barriers to learning these priorities address	<p>A higher percentage of Pupil Premium pupils did not attend or engage with home-learning due to the COVID19 school closures. Gaps have developed and grown for some pupils. If these gaps are left unidentified or addressed, they may grow and affect the future progress and attainment of these children.</p> <p>Accurate and timely assessment will ensure that gaps are identified and plans are put into place to close these.</p> <p>Use of 'Recovery curriculum', small group interventions, 1:1 tutoring and additional support within the classroom will help to address gaps.</p>
Projected spending	<p><b>TOTAL: £51,700</b></p> <p>£1,000 Training costs – HQIT, accurate use of assessment, QFT, working memory and cognitive load, curriculum improvements, learning behaviours.</p> <p>£35,100 – cost of placing an LSA in every class for at least 1 hour a day to enable teachers to provide QFT.</p> <p>£15,600 (LSAs) to run afternoon intervention sessions to support catch-up (1 hour per year group, per day = £15 per hour, 4 LSA hours per day, 5 times days a week, 39 weeks per year)</p>

### Wider strategies for current academic year

Measure	Activity
Priority 1	To continue to provide a wide level of support for children and families through a dedicated Child and Family Support Worker. The Child and Family Support Worker will work with families to help improve the attendance of PP children, support families with access to food banks and outside agencies etc.

	Regular attendance monitoring and meetings to quickly identify children whose attendance is below 95% and actions put in place to support families.
Priority 2	To ensure that PP children have the same opportunities to access the wider curriculum and e.g. school trips, residential visits, music tuition, extra-curricular clubs etc.
Barriers to learning these priorities address	<p>Some of our PP pupils' families require support with attendance. The attendance rate of PP pupils was below that of non-PP last year and we aim to bring it in line. If PP children are not at school, they will not make the same progress as their peers.</p> <p>Without financial support, many disadvantaged families would be unable to afford for their children to partake in the enrichment activities offered by the school. By removing this financial barrier, it enables all children to access these opportunities. We believe that these opportunities help to develop the whole child, improving emotional health and wellbeing,</p> <p>Extra-curricular visits are vital to the growing independence and curiosity which we endeavour to instil in the children at our school. By removing the financial barriers to these, we are enabling all children to access them.</p> <p>The development of talents outside the classroom is important in fostering independence, resilience and creativity. Without financial support, some of our PP children with an interest in music would be unable to pursue these opportunities.</p>
Projected spending	<p><b>TOATAL: £23,515</b></p> <p>£2500 towards trips/visits and visitors  £3000 towards residential visits and associated kit resources  £4700 towards the cost of Music tuition  £1,000 Training and supervision for ELSA, FEIPS and CFSW  £8,775 staffing costs (CFSW)  (£15 per hour, 3 hours per day, 39 weeks per year)  £2,340 staff time for weekly attendance review (1 hour per week - HT, AO, CFSW)  £1,200 towards uniform/transport and additional resources to support children in attending school.</p>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Consistency of provision and approaches.</p> <p>Ensuring enough time is put aside for CPD to sufficiently train staff and share best practice.</p> <p>Ensuring that staff have enough time to embed and review strategies.</p> <p>Ensuring enough time is allocated for quality assurance.</p> <p>Ensure there is a regular review of aims and priorities and that these are supporting our children to be successful.</p>	<p>Staff meetings, INSET days and CPD sessions arranged and organised to meet current priorities.</p> <p>Ensure time is given for staff to share best practice and observe strengths across the school and in other schools where appropriate.</p>
Targeted support	<p>Close identification of gaps in English, Maths and the wider curriculum.</p> <p>Consistency of provision and approaches.</p>	<p>Staff training in new assessment strategies and tools.</p> <p>Staff meeting time and CPD sessions to support assessments and carry out quality assurance.</p>
Wider strategies	Increase in the number of families in which the parents are struggling with	Work closely with all agencies to ensure families are offered the support they need.

	<p>SEMH needs as a result of current world events.</p> <p>Engagement of PP families who are struggling to get their children to school on time (added challenge of staggered start times)</p> <p>Lack of extra-curricular activities and opportunities in the Autumn term and indefinitely due to COVID19 restrictions.</p>	<p>Build strong relationships with the school community to ensure children and families who may need assistance with attendance and engagement are quickly identified and support is provided.</p> <p>Track the PP children who return trip permission forms and who attend clubs. Ensure PP children are encouraged and offered all opportunities to attend clubs and trips. Provide additional reassurance and equipment where necessary.</p>
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**Review: last year's aims and outcomes**

<b>Aim</b>	<b>Outcome</b>
To improve the accuracy of assessment and provision for children receiving the PPG, to ensure they make expected or better than expected progress	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.
To broaden children's development and improve their attitudes to learning through the increased and consistent use and teaching of the school's learning behaviours	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.
Improved attendance for Pupil Premium pupils so that it is line with other pupils at the school.	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.