

National Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Whybridge Junior School				
Academic Year	2020/2021	Total PP budget	107,565	Date of most recent PP Review	September 2020
Total number of Pupils	292	Number of pupils eligible	80	Date for next internal review of this strategy	September 2021

2. Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	85.7%	92.3%	No national data – suspended due to COVID 19
% making expected progress in reading (as measured in the school)	85.7%	92.3%	
% making expected progress in writing (as measured in the school)	85.7%	92.3%	
% making expected progress in mathematics (as measured in the school)	85.7%	92.3%	
3. Barriers to future attainment (for pupils eligible for PP)			
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>			
A.	Engaging parents in the reintegration back to school and the importance of attendance and punctuality (post COVID19)		
B.	Mental and environmental wellbeing and associated behaviours		
C.	Parental engagement and support for disadvantaged children.		
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>			
D.	Children with multiple indicators		

E.	The sustained period of time out of school and the requirement to catch up	
4.	Intended outcomes (<i>specific outcomes and how</i>)	Success criteria
A.	Initiatives undertaken impact on the progress of PP children so they make the same or better progress than their peers, including greater depth.	Provide support for parents to show them how to support in English and Maths. HSSW to engage parents to attend workshops, parent's evenings and academic events. Higher attendance at curriculum clubs (boosters), Easter school and SATs breakfast. More children complete their homework. Parents understand the different strategies taught to the children.
B.	To ensure quality first teaching is being delivered through an aspirational back fill curriculum that is ambitious for all.	An aspirational back fill curriculum allows children to catch up and make accelerated progress. Attainment increases across the school. Lessons are engaging. Children enjoy school. Children are engaged.
C.	To establish the role of the learning mentor (LM) in supporting pupils wellbeing and readiness for learning.	LM to work with children to support emotional well-being around the return to school, post COVID19. Children reintegrate back into school, with a positive learning mind-set.
D.	To support the progress of children with multiple indicators.	Children with multiple indicators are tracked. Extra support is given to these children to support their progress. Progress for children with multiple indicators improves.

5. Planned expenditure	
Academic year	2020/2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	When will you review implementation?
Purchase of ICT enrichment programs to be accessed at home.	All children have access to online curriculum programmes at home. Children embed their learning at home, using online technology.	A number of PP children do not engage with their weekly homework. Parents do not support work at home.	Staff to set weekly homework. Staff to track amount of time it is used. Homework club is provided if a child does not have access at home. Homework moving to an online home learning environment.	All staff English Lead Maths Lead	Termly
To promote and develop language, vocabulary and reading skill development across the curriculum from pupils relative starting points.	Accelerated development for children's vocabulary.	Demographically, the children enter the school with a reduced bank of vocabulary.	Head of subject to deliver CPD. HoS to monitor vocabulary development within the classroom, during learning walks. Staff to plan high quality experiences for vocabulary development.	HoS English Lead	Termly
To promote and develop the love of reading from pupils relative starting points.	Accelerated development for children's reading.	Demographically, the children enter the school with a reluctance to read.	Head of subject to deliver CPD. HoS and subject lead to monitor attainment and progress of Reading.	HoS English Lead	Termly
Total budgeted cost					£53,485

i. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	When will you review implementation?
Parents are engaged and supporting their children with their learning.	HSSW to liaise with identified families and support them in engaging with school – thus removing the barriers to learning.	Children who are supported at home by their families make greater progress than those who are not.	Regular meetings with the HSSW and class teachers to discuss things that are working for these children. Parents evening attendance is tracked.	HSSW CTs	Termly
Learning mentor r to support pupils to address barriers to learning, through 1 to 1 interaction and small group work	Children will have a readiness to learn. Barriers to learning broken down.	Due to an extend amount of time at home, during COVID 19, barriers to learning are more predominant.	Regular meetings with the LM and class teachers to discuss things that are working for these children. Caseload reviewed on a regular basis.	LM DHoS SENDco CTs	Half-Termly
Purchase of textbooks to support children's and parent's understanding of the Maths and English curriculum. – to support homework.	Every PP child to receive a CGP Maths and English textbook. Year 6 receive SATs textbooks and Higher level learners receive higher level books.	Historically homework was not being completed or was often incomplete. Parents could not support the children with their homework as they did not understand the concepts.	Homework is linked to CGP books. Use of them in lessons too.	SENDCo Class	Yearly
To provide targeted intervention to PP children – outside of school hours (booster groups, Easter school, morning boosters).	Progress and attainment to be enhanced.	To diminish the difference between PP children non pupil premium pupils nationally. Non-PP have historically performed better.	Gap analysis on need of the children to be completed. Interventions to target needs of children.	Teachers	Half Termly

To implement Thrive approach.	To ensure all children are ready to learn. To remove barriers to learning. To address mental health problems as a barrier to learning.	If children have emotional barriers to learning, it is thought that progress and achievement will be to the child's full potential.	Thrive club to run during each lunchtime to provide a safe place for children. Thrive club will run after each lunch time to address any issues that may have arisen during the day and to help the children regulate; therefore, they are ready to learn. Thrive club will also provide personalised sessions to targeted children. Behaviour tracked by teachers.	Thrive practitioner Class teachers SENDco	Half termly
Total budgeted cost					£41,765
i. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff	When will you review
To provide opportunities for children to join after school clubs e.g. football, dance and multi-skills.	Children are more engaged with school and their peers. To develop their enjoyment of school activities and build positive relationships.	Children who enjoy school are more likely to have improved attendance and engagement. The more positive relationships children create the more they will enjoy school. Belonging to a club will raise their self-esteem.	Ensure parents know what is available and how school can support funding.	PE Co-ordinator After school clubs manager HSSW	Termly
Provide funding for school trips and experiences.	Ensure children are able to participate fully in all areas of the curriculum.	Children are not left out or unable to attend out of school learning opportunities. PP children have equal access to the curriculum	Class teachers to liaise with the office and HSSW about who has not paid – this is to be raised with SENDCo and finance officer	HSSW CTs SENDCo Finance	Before trips
Total budgeted cost					£12,765