



# DRONFIELD JUNIOR SCHOOL

## Pupil Premium (PP) Strategy Statement 2020 - 2021

1. Summary Information					
Academic Year	2020 - 21	Total Pupil Premium budget	£57, 835	Date of most recent PP review	Sept 2020
Total number of pupils	367	Number of pupils eligible for PP	43	Date for next internal review of this strategy	Apr 2021

2. IMPACT SUMMARY in 2019	Number of Pupil Premium (16)	All pupils in cohort (94)
% of children achieving expected standard or above in Reading, Writing and Maths.	31%	72%
% of children exceeding expected standard (Higher scaled score) in Reading, Writing and Maths.	0%	13%
% of children achieving expected standard or above in Reading.	63%	82%
% of children exceeding expected standard (Higher scaled score) in Reading.	13%	39%
% of children achieving expected standard or above in Writing.	10%	83%
% of children exceeding expected standard (Higher scaled score) in Writing.	0%	20%
% of children achieving expected standard in Maths	75%	90%
% of children exceeding age related expectation (Higher scaled score) in Maths.	7%	21%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
a. SEND (mild to severe learning difficulties, ADHD, dyslexia, autism spectrum)
b. Children experience lower emotional health and wellbeing, most predominately low self-esteem and confidence
c. Access to reading outside the school day is limited and having an effect on children's vocabulary, their ability to decode and comprehend age-appropriate text and their writing
d. Limited motivation, stamina and resilience, particularly post-Covid-19 lockdown
External barriers
e. Lower attendance than school average due to frequent illness, unauthorised days off / holidays and punctuality
f. Difficult family circumstances

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
i	To provide appropriate support academically and emotionally to ensure that pupil premium children make appropriate progress from their starting points.	Children make progress in line, or better, than their starting point. There are diminished differences between those obtaining pupil premium and those who do not.
ii	To provide emotional and wellbeing support for pupil premium children (and their families) to ensure high expectations, good learning behaviours and good attendance.	Attendance of pupil premium children is at least 95%. Children are regularly punctual. Through observation, discussion and support programmes (Trauma- related programmes, Positive Play, ELSA, Rainbows, Lego Therapy Circle of Friends), children have high aspirations and are starting to, or actually fulfilling them. Pupils with emotional issues receive personalised support individually or in small groups.
iii	To provide further opportunities for pupil premium children to exceed the year group expected standard, by enhancing the skills of reasoning, problem-solving throughout the curriculum through targeted guided work.	Increase the number of children exceeding expected standard.
iv	Subsidised access to educational visits and visitors, extra-curricular activities and residential visits	All children accessing at least one club and taking part in all school trips including residential experiences.

Nature of Proposed Support 2020 - 2021					
i. Quality teaching for all					
Desired Outcome	Chosen approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead / cost	When will you review implementation?
To teach writing with awareness of audience, purpose and context, and with an increasingly wide knowledge of vocabulary. To build units of work that develop logically over time and empower pupils to reach their full writing potential.	Whole school CPD in teaching writing from The Write Stuff (Jane Considine) Y3 Team to pilot then roll out to Y4. Resources to link with new ideas and training.	Whole school approach so all are appropriately trained and skilled. Schools who use this approach report increased success in writing <a href="http://www.thetrainingspace.co.uk/write-stuff-course/">www.thetrainingspace.co.uk/write-stuff-course/</a>	Training from Jane Considine on The Write Stuff (virtually and/or pre-recorded) Working with English Lead and Deputy Head. Monitoring through lesson observations, talking to children, children's work and children's data.	Y3 Team to lead with monitoring from LF & IR IR to work with the Y4 Team. Training, resources and Supply costs £20000	December 2020 April 2021 July 2021
To further enhance the provision for Pupil Premium	Comparing, and sharing, internal data across the	Increased shared understanding of whole school issues particularly as	SLT minutes from meetings and shared	NT	December 2020 April 2021

children by strengthening and sharing the leadership of the Pupil Premium Strategy with SLT (which would also include the SENDCO)	whole school on a termly basis. Comparing, and sharing, ASP and Ofsted Dashboard more frequently	they relate to Pupil Premium	with Curriculum Governors		July 2021
To be able to rapidly recall multiplication facts and division facts to support understanding and skills in Maths	Tackling Tables and TTRockstars web and app access across the school	Opportunity to use out of school. Engaging programming fosters enthusiasm Parents can support	Monitor children's use of the site. Increase knowledge of multiplication tables (rapid recall) seen in classroom and in tests	£800 for licences for TTRockstars (including app for tablets), resources for Tackling Tables	December 2021 April 2021 July 2021
To facilitate outcomes for pupil premium children that are at least in line with other children in Maths, Reading and Writing.	Children are carefully assessed with PIRA and PUMA score looked at alongside teacher assessment. Intervention is timely to diminish differences and / or accelerate progress. School to school support from cluster schools	Intervention programmes delivered by teachers and TAs, small group sizes to facilitate extra support. EEF toolkit – effective feedback has high impact.	Monitoring through lesson observation, children's work, children's data. Provision map.	SLT, HT / £5000	December 2020 April 2021 July 2021
To access the Wider Opportunities in Y4.	LA Wider Opportunities Programme – all Y4 classes learn to play a musical instrument either the clarinet or flute.	Research shows access to quality music education supports raising attainment and underpinning better behaviour.	LA Wider Opportunities Programme, teachers monitored by the LA.	Jane Taylor, Mrs Griffiths, Year 4 Team Leader £2985	At the end of each 10 week programme.
To have a school-based Mental Health TA Lead (who is Trauma-Informed accredited) to also undertake activities involving family support To ensure good attendance and punctuality.	Working with individuals and families to consider emotional wellbeing barriers, effective learning, safeguarding and behaviour. Regular monitoring of attendance. System of graduated letters sent to inform parents of child's attendance. Attendance Panel meetings.	Continued absence, poor punctuality, poor emotional health and poor learning attitudes impacts adversely on learning. Recognition of the importance of attendance and punctuality in future life.	Parent questionnaires show support is having a positive effect in at least 85% of cases. Signposted to outside agencies and their reports. Pupil attendance is 95% or better. Comparison of national data. Half-termly monitoring of attendance, shared with Governors in HT	RH and resources £16000	December 2020 April 2021 July 2021

			report.		
<b>ii Targeted Support</b>					
To train 2 more TAs as Trauma Informed Practitioners To train 2 more TAs as Emotional Learning Support Assistant (ELSA)	Trauma Informed training from Julie Harmieson and Louise Noel as part of Trauma Informed Schools UK (TISUK). 2 TAs trained by the LA Education Psychology Service to implement ELSA programmes.	Children who have experienced trauma and/or with emotional and wellbeing difficulties do not achieve as well as their peers and such difficulties impact on their progress.	Diploma as a Trauma Informed Practitioner accredited by TISUK. Children's voice. 4 x group supervision sessions to take through the year.	£5000 including Supply costs	Termly and fully at the end of Summer Term
To strengthen the role of parental support through regular TAF (Team Around the Family) meetings. To share the cost of a Family Support Worker through PODS to work across all PODS schools.	To coordinate TAF meetings involving parents and other relevant professionals to support the family. To ensure that specific actions agreed at the TAF are carried out.	Well documented that a strong home-school partnership ensures the child makes better progress. Home-school barriers removed, home support from a range of professionals.	Scrutiny of TAF minutes Questionnaires with families Child's voice.	Class teachers where appropriate. TB to cover classes to release class teachers for meetings / £10000	At the following TAF meeting and broadly December 2020 April 2021 July 2021
To support children's phonic and reading skills to accelerate learning in this area. To support children's reading skills.	Continuation of Lexia lease	Lexia has an evidence base on the positive impact of the programme. Previous children shown improved reading skills. EEF funded research.	Pupil progress meetings	TB / £2,830	December 2020 April 2021 July 2021
To support children in Y5 and 6 with intervention support that is timely and appropriate to individual / small group needs. To provide reading practice outside the school day.	Additional TA support outside school day (either 1:1 or 1:2)	To support and challenge individuals and small groups. (Pupil progress monitored, timely intervention matches pupil's individual needs.)	Pupil progress meetings	Y5 and 6 Team leaders / £4,230	December 2020 April 2021 July 2021
To provide additional personalised teaching input in Maths	Third Space Learning programme <a href="http://www.thirdspacelearning.com">www.thirdspacelearning.com</a> as part of the National Tutoring Programme (NTP)	The Government have selected Third Space Learning as a provider for the NTP.	Monitor individual reports from Third Space Learning	NTP 10 pupils £1100	December 2020 April 2021 July 2021

	(10 spaces)				
<b>iii Other Approaches</b>					
<p>To continue to implement the following programmes for emotional support:</p> <ul style="list-style-type: none"> <li>- Positive Play</li> <li>- Rainbows</li> <li>- Circle of Friends</li> <li>- Lego Therapy</li> <li>- Trauma Informed Strategies</li> </ul> <p>To support pupils through long term family illness, anger management, parental separation, bereavement, friendship issues, self-esteem issues.</p>	<ul style="list-style-type: none"> <li>- Positive Play</li> <li>- Rainbows</li> <li>- Circle of Friends</li> <li>- Lego Therapy</li> <li>- Trauma Informed Strategies</li> </ul>	Evidence shows these programmes build, and increase, confidence and self-esteem, fosters good relationships, gives opportunity to share feelings in a supportive environment and supports problem solving.	Reports from staff involved in these programmes Children's voice	NT & SLT / £2740	December 2020 April 2021 July 2021
To build, and increase, a sense of belonging, confidence and self-esteem	<p>Offer children £20 at the book fayre to spend on books.</p> <p>Support uniforms costs.</p> <p>Offer to fund one after school activity, curriculum visits, music tuition and residential visits.</p>	Attainment can be raised through extra-curricular activities, enhancing social skills, a sense of belonging and collaborating in teams. This subsidy allows Pupil Premium equal access to these activities which they are unlikely to access otherwise.	Monitoring of take up of activities, visits and residential visits.	HT / £6700	Jan 2021 July 2021

<b>Review of expenditure</b>			
<b>Previous Academic Year (2019-2020)</b>			
<p><b>*Note that end of year outcomes are based solely on teacher assessment, no internal or external tests were taken in Summer 2020. Teacher assessment was based on where the children were in April 2020 and work from home uploaded to the child's portfolio. It is therefore difficult to define accurately the impact for 2019-2020. 34% of pupil premium children attended school during the lockdown period from 23<sup>rd</sup> April rising to 41% on wider opening to Y6s on 22 June 2020)</b></p>			
<b>i. Quality teaching for all</b>			
Objectives	Cost	Outcomes	Impact
To continue to develop writing – planning, teaching and assessment so that outcomes are increased and	£7800* Due to school	Slim down of number of genres studied per year so more opportunity to focus on specific genres.	Children were becoming more enthusiastic about writing. Those reluctant to write

children are able to write cohesively at greater length and with accurate grammar and spelling	lockdown from 23 <sup>rd</sup> April 2020, not all this budget has been spent.	Progression of skills within genres across KS2 rather than year groups. Children use green pen to edit through clear and concise instruction and teaching. During Summer Term (lockdown) Y3 bubbles were introduced to The Write Stuff which allowed them to experience this way of working.	felt more confident to give it a go. During lockdown, writing seemed to suffer more than reading and Maths. As families were struggling feedback tended to focus on what a child had done well to maintain enthusiasm for writing.
To be able to rapidly recall multiplication facts and division facts to support understanding and skills in Maths	£800	Tackling Tables was introduced with cards used in class and at home. Where these were used regularly with partners supporting the work in school (using the cards), the children's rapid recall of multiplication facts increased. Children were also encouraged to use TTRockstars and internal competitions were set to support this including 'most improved'. Some year groups had a TTRockstars hall of fame which featured the children who were making good improvements.	Ability in mental maths increased and confidence in Maths in general. Some children started to apply their multiplication knowledge and understanding in different contexts. Children tended to use TTRockstars more at home during lockdown.
To facilitate outcomes for pupil premium children that are at least in line with other children in Maths, Reading and Writing.	£5000	Generally PP children do not achieve in line with non-PP children across the school. However, increasing numbers are closing the gap as teachers focus classroom support towards these children. Progress can be seen in terms of reduced barriers.	No formal data this year due to Covid-19. Data comparisons taken from Spring assessment point. We assume that not all pupil premium children have continued to make progress.
To support and develop children's play at lunch time to develop cooperation and collaboration skills	£2,560	We aimed to employ another Midday Meals Supervisor (MDS) to take on this role. We went out to advert and had one application. We wanted a wider field to choose from and we did not feel that the applicant was what we were looking for. We chose to use a recently departed MDS as Supply cover as her situation changed at, and during, the Covid-19 lockdown.	The impact was minimal as we were unable to recruit but we will look at recruit a play leader or a further MDS and train one of our existing staff.
To access the Wider Opportunities in Y4.	£3000	Two Y4 classes were able to access Wider Opportunities and learnt to play the clarinet. One class were able to do this in school (Sept – Dec). The second class completed the majority of the teaching in school (Jan – Apr). The third class did not have access to this provision.	Overall benefits from the two classes that took part in this are difficult to assess at this point due to Covid-19 lockdown, however these will be assessed as children progress through the school, which we will record on further PP strategies.
To ensure good attendance and punctuality.	£1000	Whilst school was fully open, attendance of the majority of Pupil Premium was predominately in line with those of non-PP children. Where this was	Autumn Term attendance of PP: 93.08% Spring Term attendance of PP: 92.39%* *Families more nervous about attending

		significantly different, there were tailored programmes for individual children which involved working closely with the families. Strategies included home visits, earlier arrival at school with meet and greet followed by a game-type activity or discussion to address emotional / wellbeing issues.	school due to coronavirus starting to spread across the world. Strategies were beginning to show success in terms of increases in attendance percentages but as Covid-19 lockdown hit on 23 <sup>rd</sup> March, these gains remained static communication with families continued and where allowed, sometimes outdoor home visits.
<b>ii Targeted Support</b>			
To become a Trauma Informed School by training five members of staff (the Headteacher, one teacher and three TAs) as trauma informed practitioners	£9,000	10 day training (with day 10 assessment and accreditation). Only days 1-8 completed. Days 9-10 rescheduled for Autumn Term 2020. We have a better understanding of trauma and how it can effect children. Those children who have been nominated to work 1:1 with a Trauma Informed trainee have had increased attendance and report their 'happiness level' is improved. We cannot apply to be a Trauma Informed School without first having accredited Trauma Informed Practitioners.	Pupils are better supported with trauma, behaviour, emotional and wellbeing needs. We have employed a number of new strategies. We were starting to see some positive effects but this stalled during the Covid-19 lockdown.
To train to be an Emotional Learning Support Assistant (ELSA) To deliver Lego Therapy	£4000	Numbers of children referred to the ELSA programme have increased and we have had capacity to facilitate these needs. We have also re-designed and resourced a room in the school house (The Hive) as an extra space for these children. Children know and use this space to help self-regulate.	Impact has been seen in improved attendance, better relationships and in some case improved academic outcomes.
To strengthen the role of parental support through regular TAF (Team Around the Family) meetings. To employ an Early Help Worker through PODS. To train a member of staff as a family resource worker and to conduct in-house TAF meetings	£10000	An Early Help Worker (Bev Worrall) was appointed through PODS and she liaised with us regarding individual families. Class teachers were released to attend TAF meetings alongside Mrs Hart (School TA). This resulted in staff having a better understanding of children's family circumstances and allowed them to make better informed decisions when treating different situations with involving the child.	We did not carry out TAF meetings on our own as a school, as this was impacted by the Covid-19 lockdown, but (Mrs Hart) was heavily involved in TAF conducted by Mrs Worrall and other Early Help Personnel at DHFS. We are likely to broaden this role to a Mental Health Lead TA next year.
To support children's phonic and reading skills to accelerate learning in this area.	£2, 830	Where children have accessed the Lexia programme at home consistently, a greater	Lexia continues to make a difference to children's progress in reading and spelling

		<p>number of months progress has been made. All have made progress but the gap narrowing is not significant in some cases.</p> <p>Accelerated Reader was harder to use during Covid-19 lockdown as children have to have access to books specifically coded by AR. This was hard to facilitate during the Covid-19 lockdown.</p> <p>It was not possible to re-assess the phonic knowledge of those Y3 children who did not pass the phonics test in Y1 and Y2.</p>	<p>(and sometimes writing). Accelerated Reader seems less accessible and children are less enthusiastic about it so we will not be looking to renew these licences next year.</p> <p>It is likely that the gap between the phonic understanding of those who passed the Y1 phonic test and those who did not (on re-test in Y2) will now be much wider due to the fact that consistent phonics teaching (with a trained teacher in school) did not take place in the Summer Term.</p>
<p>To support children in Y5 and 6 with intervention support that is timely and appropriate to individual / small group needs.</p> <p>To provide reading practice outside the school day.</p>	<p>£4,230</p> <p>Due to school lockdown from 23<sup>rd</sup> March 2020, not all this budget has been spent.</p>	<p>Y6 1:1 writing interventions took place which was starting to have an impact towards at the beginning of February 2020 in Y6. Y5 intervention groups due to take place in the Summer Term did not take place due to Covid-19 lockdown.</p> <p>Before school reading took place in the Autumn and Spring Terms and this gave children the opportunity to discuss a book as well as read, resulting in increased confidence with some saying they were more likely to read for pleasure than before.</p>	<p>This is difficult to assess as there is external SATs data.</p>
<p>To provide additional targeted teaching input in Maths or reading for Y6.</p>	<p>£5460</p> <p>Due to school lockdown from 23<sup>rd</sup> March 2020, not all this budget has been spent.</p>	<p>This took place in the Autumn and Spring Terms. In school groups ran during this period and after school groups ran in the Spring Term. Children were achieving increased results in Spring assessments which led to increased confidence.</p>	<p>This is difficult to assess as there is external SATs data.</p>
<p>To provide additional targeted teaching input in Maths for exceeding expected standard in Y6.</p>	<p>£500</p>	<p>Children were achieving increased results in Spring assessments. They were becoming more resilient and more likely to challenge themselves to do the 'gold' task during Maths lessons.</p>	<p>This is difficult to assess as there is external SATs data.</p>
<p><b>iii Other Approaches</b></p>			
<p>To continue to implement the following programmes for emotional support:</p> <ul style="list-style-type: none"> <li>- Positive Play</li> </ul>	<p>£1740</p>	<p>Increased numbers of children are needed more long term support. We are seeing increased numbers requiring help with emotional regulation.</p>	<p>Fewer outbursts for those whom this is relevant. Better self-regulation and increased understanding of self-regulation.</p>

<ul style="list-style-type: none"> <li>- Rainbows</li> <li>- Circle of Friends</li> </ul> <p>To support pupils through long term family illness, anger management, parental separation, bereavement, friendship issues, self-esteem issues.</p>		<p>Children know there is an adult to turn to if they require emotional support. Children report having a wider circle of friends.</p>	<p>Generally calmer. Better able to address friendship issues.</p>
<p>To ensure all pupils have equal access to a range of 'cultural' activities and extra-curricular activities. (Remove financial barriers that exist) To build, and increase, a sense of belonging, confidence and self-esteem</p>	<p>£7700 Due to school lockdown from 23<sup>rd</sup> March 2020, not all this budget has been spent.</p>	<p>Joining an after-school club including table tennis, multi sports, Rugger Eds, robotics etc was taken up by 82% of Pupil Premium children. Obviously these activities ceased when the Covid-19 lockdown was in place. All Pupil Premium children received, and spent, their £20 book voucher at our school book fayre. Children taking in part in after school activities, day visits and subsidised residential visit to Mount Cook (Y5), France (Y6), Buckinghamshire (Y6) and Llandudno (Y6) were able to gain the cultural capital needed to further their learning. They also feel included and benefit from the experience, particularly in terms of independence.</p>	<p>Children's experiences enriched their vocabulary and they were able to use this in further learning. Difficult to assess real impact. This will continue into the next academic year.</p>

Children in receipt of Pupil Premium, on the whole, do not achieve at the same level as their non-Pupil Premium counterparts. This is due to the factors laid out in this document. We have drawn up our plan to address this issues and considered objectives that we believe will have the biggest impact and make the biggest difference to our Pupil Premium children. It is worth noting that initial research is showing that the closure of schools due to the Covid-19 pandemic, has had a significant effect on disadvantaged children and their attainment gap, which had been diminishing, has now widened [COVID-19 and the disadvantage gap - POST \(parliament.uk\)](https://www.parliament.uk/news-and-analysis/2020/sep/23/covid-19-and-the-disadvantage-gap). We will work hard to ensure that this not the case for our children.