

Pupil Premium Strategy plan 2020-2021

SUMMARY INFORMATION

Pupil Premium Strategy Plan	Aston Hall J & I School
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CURRENT PUPIL INFORMATION

Total number of pupils:	300	Total pupil premium budget:	£24,210
Number of pupils eligible for pupil premium:	19	Amount of pupil premium received per child:	£1274

Strategy Statement

Barriers to future attainment (for pupils eligible for PP, including high ability)

In school barriers: (issues to be addressed in school, such as poor oral language skill)

A. Impact of lockdown - Covid Recovery Curriculum

B. SEN and Mental Health Support

C. Speech and Language

External barriers (issues which also require action outside school, such as low attendance rates)

D. Attendance and punctuality

Desired Outcomes

	Desired outcomes and how they will be measured	Success Criteria
A	<p>Children will have made up lost ground following lockdown to be back on track from previous key stage data.</p> <ul style="list-style-type: none"> • Reading Rescue • TAs • Year 6 Revision Club • Year 6 Boosters 	<p>A</p> <p>Additional TA support in classes of specific need.</p> <p>All PP children will make good or better progress towards targets.</p> <p>Observations will show best practice with use of adults.</p> <p>Data from specific interventions e.g. Reading Rescue will show improvements from entry and exit data.</p>
B	<p>Children will have strategies to deal with mental health issues, such as anxiety and emotion, and will be able to transfer these skills back into the classroom.</p> <ul style="list-style-type: none"> • Rainbows Nurture Group (FS2, KS1 & Bereavement) • ZB's focus group (KS2 Mental Health) 	<p>B</p> <p>Use PSHE PIVATS to baseline children and record progress.</p> <p>Complete entry and exit questionnaires to show improvements in children's thoughts, feelings and self-esteem. Will show improvement.</p>
C	<p>Children's speech and language will be improved and in-line with age-related expectations. This will positively impact other curriculum areas.</p> <ul style="list-style-type: none"> • Targeted support from S&L Traded Service • TA's delivery of S&L programmes 	<p>C</p> <p>Entry and exit data will show improvements -clear progress should be seen against targets set by SALT.</p> <p>Progress will be seen against screening data for new referrals.</p>

Planned Expenditure 2020/21

The three headings below enable school to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired Outcome	Chosen approach/action	What is the evidence & rationale for this choice?	How/who will you ensure it is implemented well?	Review
A Children will have made up lost ground following lockdown to be back on track from previous key stage scores.	Reading Rescue <ul style="list-style-type: none"> - Work with support staff and class teachers to identify children - Gather entry data using Reading Rescue tools - Support from LSS regarding assessments and selection of children - Timetable sessions 	<ul style="list-style-type: none"> - Due to lockdown, some children are even further behind with key skills in reading and writing. Reading Rescue is designed to accelerate progress in these areas in a structured way. - Exit data will show progress when compared to entry data - Class teachers will see improvement in lessons with application of learning in 1:1 sessions - Books will demonstrate progress in work scrutiny 	<ul style="list-style-type: none"> - SO'D will ensure that timetable allows trained TA to deliver a minimum of 3 sessions a week for identified children. - Drop in observations - Regular review meetings with TA to discuss progress and data. 	<p>Again, lost learning due to lockdown 2021.</p> <p>However, out of the 3 children accessing RR, x2 have exited the programme due to good progress. The third child continues to access RR.</p>
A	TA Support <ul style="list-style-type: none"> - Allocation of a TA for each class to support and challenge children of all ability groups and individuals identified. 	<ul style="list-style-type: none"> - Different needs in each class. Due to missed learning, the gap between ability groups has widened. Lots of gaps need plugging. An additional adult in each class will enable AfL. Additional adult support will support learners of all abilities to ensure that children progress. 	<ul style="list-style-type: none"> - Timetables implemented in key stages/phases. - Key stage leaders to monitor effectiveness of the distribution of TA support. - Regular discussions with SLT. - Book scrutinies (SLT) to monitor 'use' of TA (indicated in books). 	<p>Timetables implemented and reviewed termly in order to fill gaps.</p> <p>SLT has met with KS leads to review allocation of support</p> <p>EW and SW employed specifically to plug gaps across KS2. Student and HLTAs deployed for extra staffing/gap filling in KS1.</p>
A	Year 6 Revision and Boosters <ul style="list-style-type: none"> - Maths revision/booster Tuesday 3pm – 4pm 	<ul style="list-style-type: none"> - A high % of PP children are in Year 6 -all need additional support to make good progress against previous key stage scores. 	<ul style="list-style-type: none"> - Test results and book scrutinies will be collected 	<p>Boosters and revision were started prior to lockdown. However,</p>

	<ul style="list-style-type: none"> - Reading revision/booster Thursday 12:30 – 1pm - Thursday and Friday 1pm – 3pm arithmetic boosters - Use books and test results to identify gaps for individuals and groups with Y6 teacher - Identify prior attainment groups of Y6 children to identify progress expectations - Set additional provision and plan for booster groups based on the above - Hold discussions around particular pupil premium children within this cohort 	<ul style="list-style-type: none"> - Scaled scores will improve term on term and will be accelerated. - Children will make accelerated progress and the gap will narrow between their current attainment and target based on KS1 data. 	<p>regularly to monitor progress.</p> <ul style="list-style-type: none"> - Thorough gap analysis will be carried out to identify gaps for groups and individuals. - Revision sessions and boosters will be carefully planned to address these specific gaps. - This will be closely monitored by SO'D through team PPA meetings and PPRs 	<p>restrictions have meant that the after school club had to cease.</p> <p>Writing has been identified as an area for weakness for these children on return from lockdown. Work with SW targeted to address basic writing skills for these children to help them to be secondary ready.</p> <p>80% Y6 children made good progress from KS1to KS2 in Reading & Maths.</p> <p>The one child lost for progress in all areas came from a different school. She joined in Y6 after having a turbulent KS2 experience that hindered her progress before joining us.</p>
<p>B</p> <p>Children will have strategies to deal with mental health issues, such as anxiety and emotion, and will be able to transfer these skills back into the classroom.</p>	<ul style="list-style-type: none"> - Rainbows Nurture Group and ZB Focus Group (Mental Health) will be accessed by focus children (system in place for spaces) - Additional TA support in class to help with children's day-to-day worries - ZB to support Y4KW with particular needs - PSHE scheme (JIGSAW) bought to provide all children with a quality curriculum where children have the opportunity to share thoughts, feelings and reflect on values, beliefs, coping strategies, etc. 	<ul style="list-style-type: none"> - Increased numbers of children with anxiety and mental health issues. Additional support is needed. - System in place for teachers to apply for places on the focused provision. - All children need some support after such an unusual year. 	<ul style="list-style-type: none"> - SO'D monitor ZB and LL groups. Entry and exit data (PIVATS). - Ensure children's need is prioritised by using new in-house referral procedure - Pupil questionnaires. - LB to monitor PSHE throughout school. - Class teachers responsible for passing on any concerns. - Safeguarding lead (JH) 	<p>SO'D has met with ZB and LL regularly this year to respond to need and allocate places at nurture group.</p> <p>The in-house referral system has meant that procedures are more robust and that need can be prioritised.</p> <p>In total, 28 different children have benefited from support in our nurture provision this year, with 5 children being able to be exited from the support completely. The other children have continued to access the provision given the disrupted year with Covid.</p> <p>LB is PSHE Lead and has ensured that planning is being followed inline</p>

				<p>with school policy. Books are consistent within phases. Lesson drop ins will need to be carried out next year.</p> <p>Safeguarding lead has recorded all concerns consistently using CPOMs.</p>
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2. Targeted support

<p>B Children will have strategies to deal with mental health issues, such as anxiety and emotion, and will be able to transfer these skills back into the classroom.</p>	<ul style="list-style-type: none"> - Rainbows Nurture Group and ZB Focus Group (Mental Health) - ZB focus group: work with KS2 children to address self-esteem, feelings and emotions issues. - LL focus group: work with FS2 and KS1 children on self-esteem and feelings and bereavement. 	<ul style="list-style-type: none"> - Covid and lockdown has meant that more children are suffering with mental-health and anxiety issues. - Children will need support to get back on track and remove barriers. 	<ul style="list-style-type: none"> - SO'D to meet half termly to plan and regroup children based on needs - Ensure robust planning, assessment and monitoring system (monitoring against PSD PIVATs to ensure progress). 	<ul style="list-style-type: none"> - SO'D has met with ZB and LL regularly this year to respond to need and allocate places at nurture group. <p>The in-house referral system has meant that procedures are more robust and that need can be prioritised.</p> <p>In total, 28 different children have benefited from support in our nurture provision this year, with 5 children being able to be exited from the support completely. The other children have continued to access the provision given the disrupted year with Covid.</p>
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<p>C</p> <p>Children's speech and language will be improved and in-line with age-related expectations. This will positively impact other curriculum areas.</p>	<ul style="list-style-type: none"> - Targeted support from S&L Traded Service - TA's delivery of S&L programmes 	<ul style="list-style-type: none"> - Assessment and screening show that some children have gaps in their speech and language skills. - Consolidating speech, language and communication skills will support children in accessing other areas of the curriculum and show progress e.g in reading and writing. 	<ul style="list-style-type: none"> - SENCo and SALT to identify children who would benefit from additional support - Screen the identified children from FS2 and Y1 - Following screening, implement programmes set by SALT - Monitor these programmes regularly and SALT to review children periodically - Update records with children to be discharged/have new targets set based on the above 	<p>All children on the caseload reviewed at least once through the academic year. 50% of the caseload were reviewed more than once during the academic year.</p> <p>2 new referrals were made (Y1-6). 1 was assessed in the Autumn Term and discharged as language was within normal limits. The other was referred at the end of the school year and advice was given to the TA working with him and activities sent to school and home (to complete during the school holidays).</p> <p>6 children have been discharged over the school year due to completing their targets and speech and language then being within normal limits. 2 were discharged in the Autumn Term and 2 in the Summer Term.</p> <p>Speech & Language Therapist has offered advice on targets set by the core service.</p>
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3. Other approaches

<p>D Attendance and Punctuality</p>	<ul style="list-style-type: none"> - Track and monitor attendance half-termly: - Is the reason for absence Covid related? If so, ensure that alternative learning is sent home to support children. - When breakfast club commences, invite those whose attendance is a concern to increase punctuality and attendance. - Invite PP children to after-school clubs to provide them with additional learning opportunities (and incentive to attend). 	<ul style="list-style-type: none"> - Attendance and punctuality is vital for a successful education. Lots of our PP children had issues with attendance last year. Lots of 'lost-learning' during lockdown, so it is vital that children are attending school. 	<ul style="list-style-type: none"> - Monitor half-termly. SO'D, LR - Involve AJ if issues arise. - Class teachers responsible for raising any concerns about attendance. 	<p>14/20 children have good or better attendance.</p> <p>Of the 6 children who fall below 95%, some have specific reasons linked to SEND or home circumstances that are being monitored. Usual strategies that have helped minimise persistent absence e.g. places at Breakfast Club and incentives such as drumming/after school clubs haven't gone ahead due to Covid restrictions.</p>
<p>D</p>	<p>Wider outcomes –Provide music lessons for families unable to fund this themselves</p> <ul style="list-style-type: none"> - Continue drumming teacher and Rock Steady sessions - Hold discussions with class teachers around children that this would benefit – opportunity, confidence, behaviour incentive etc. - Children will be given the opportunity to access drumming or Rock Steady lessons for a short session once per week in either a small group or 1:1 	<ul style="list-style-type: none"> - This has worked well in the past. - It gives an incentive for children to come to school. - Also, it's used as a tool to improve self-esteem/anxiety (a current issue). - Allows those who don't necessarily excel academically to show success in other areas. 	<ul style="list-style-type: none"> - Get feedback from class teachers, drumming teacher and children. 	<p>14/20 children have good or better attendance.</p> <p>Of the 6 children who fall below 95%, some have specific reasons linked to SEND or home circumstances that are being monitored. Usual strategies that have helped minimise persistent absence e.g. places at Breakfast Club and incentives such as drumming/after school clubs haven't gone ahead due to Covid restrictions.</p>