

3 Year Pupil Premium Strategy Plan April 2021 – April 2024

Summary Information (Junior School)

Pupil Premium Strategy Plan

Current Pupil Information (2021 – 2022)

Total No. of Pupils	216	Total Pupil Premium Budget	£43,040
Number of Pupils Eligible for Pupil Premium	32	Amount of Pupil Premium Received Per Child	£1345

Strategy Statement

The impact of COVID has had a significant impact on the academic attainment of children as well as their mental health and wellbeing.

Pre COVID our strategy has primarily focused on academic interventions. These included First Class Maths, EAL and Inference Training (Reading). Pre and post assessment data for these interventions shows children making good progress.

Whilst we need to retain this we also recognise that more funding needs to be made in order to increase capacity within our pastoral team to provide 1-1 or small group support as well as for enrichment activities such as peripatetic music lessons.

We have also looked into the latest research and in particular the research around the London Effect. This research highlights the impact of:

- Parental expectations about the young person going to university (accounting for 27.1% of the overall London effect)
- Hours spent on homework (18% of the total effect)
- Academic self-belief (17.5%)
- Personal aspirations for Year 12 (7.8%)
- Parental attendance at parent-teacher evenings (5.5%)

We are therefore going to allocate some funds towards building closer links with families and to provide additional support e.g. translators at parent evenings and homework clubs.

We have reviewed this strategy and whilst we will continue with these interventions, we are now also going to focus on:

1. Raise attainment in phonics, reading, writing and maths.
2. Ensure all children have access to enrichment activities and have support with their mental health and wellbeing.
3. Improving parental engagement.

COHORT INFORMATION 2020-2021

Characteristics of Cohort	Number	Percentage
Boys	16	50%
Girls	16	50%
SEN (K)	10	31%
SEN (EHCP)	4	13%
EAL	14	44%
Ethnicity (Turkish)	7	22%
Ethnicity (White and Black Caribbean / Black Caribbean)	2	7%

Assessment Data

KS2						
	Pupil Eligible for PP	All Pupils	Nat Avg (PP v Non PP)	Data from Previous 3 Years		
Cohort	20 / 57%	35 / 43%	31% / 69%	2017/2018 (18)	2016/2017 (23)	2015/2016
R/W/W	9 / 45%	29 / 83%	51% / 71%	No Data	No Data	No Data
Reading	12 / 60%	29 / 83%	62% / 78%	11 / 61%	12 / 52%	No Data
Writing	13 / 65%	32 / 91%	68% / 83%	12 / 67%	16 / 70%	No Data
Maths	15 / 75%	33 / 94%	67% / 84%	9 / 50%	13 / 57%	No Data

Attendance

	Pupil Eligible for PP	All Pupils	Nat Avg (PP v Non PP)	Data from Previous 3 Years		
Cohort	20 / 57%	35 / 43%	31% / 69%	2017/2018 (18)	2016/2017 (23)	2015/2016
2018 / 2019	95.3%	96.2%		94.8%	93.9%	94.9%

Other Data

Look at:	Strengths	Areas to Further Develop
Assessment Data (During COVID Pandemic)	Assessment Data for reading, writing and maths from Aut 2020 shows that pupil premium children are attaining slightly low compared to attainment levels pre COVID.	Whole school assessment data for reading, writing and maths
Behaviour Data	18 identified on Vulnerable Children's List with decrease in behaviour incidents.	A significant amount identified on this register have additional SEN needs which can contribute to any behaviour needs/risk of disengagement. Parental lack of collaborative working with school and at times invisibility within the process.
Safeguarding Referrals	Once referred to outside agencies, the interventions tend to decrease risk level in a time appropriate manner.	Getting to know families and their circumstances as well as families also being aware of support available and how to access it.

LONG TERM PLAN (2021 / 2024)

1. Raise attainment in reading, writing and maths.
2. Ensure all children have access to enrichment activities and have support with their mental health and wellbeing.
3. Improving parental engagement.

PRIORITY 1 To raise attainment in reading, writing and maths.

Member of staff responsible: Tracey Baptiste

Objectives	Actions to be Taken	By whom	By when	Resources Needed	Progress Indicators	Success Criteria	Review
To raise standards in reading.	To introduce Hertfordshire Reading Intervention	LP / DHT / SENCo	Spring 2021	Training £790	Staff on training during autumn term.	Children on intervention make accelerated progress.	Autumn 2021
To raise standards in writing through high quality teaching of spelling through phonics.	Introduce Sounds Write program through KS2.	LP	Implement in Sep '20	Sounds Write Materials £5625	All teachers receive 4 days of Sounds Write Training.	Quality of spelling improves in written tasks.	Summer 2021
To raise standards in maths.	Ensure member of support staff is training to deliver First Class Maths.	SENCo	In place	First Class Maths Materials	Staff member is trained. All children who are working behind age expectations have access to additional support.	All children receiving additional support are making accelerated progress and narrowing the gap with age expectations.	Summer 2022
Total Budgeted Cost							£6415

PRIORITY 2 Ensure all children have access to enrichment activities and have support with their mental health and wellbeing.

Member of staff responsible: Wendy Fitt, Jonathan Smith

Objectives	Actions to be Taken	By whom	By when	Resources Needed	Progress Indicators	Success Criteria	Review
All children offered places on at least one after school club each term.	To identify interests of children and match them up with after school provision.	PM	Summer 2021	ASCs £5000	Interests of Pupil Premium children are identified and spaces offered.	All children attend at least one after school club.	Summer 2021
All children have access to emotional and social support.	Employ an additional learning mentor to increase capacity of our pastoral team.	HT / PM	Autumn 2021	Learning Mentor £12,500 (50% of annual salary)	Learning Mentor is in place. Additional social skills groups, mentoring support is in place. Reduced disruption in specific classes.	White slips	Summer 2021
Total Budgeted Cost							£17500

PRIORITY 3 To improve parental engagement.

Member of staff responsible: Jonathan Smith

Objectives	Actions to be Taken	By whom	By when	Resources Needed	Progress Indicators	Success Criteria	Review
To improve parents knowledge of the education system in England and school policies and procedures.	To create workshops involving children and their parents celebrating their cultural heritage and raising their aspirations.	HT	Aut 2021	Time for workshops	Workshop timetable has been agreed. Attendance is good.	Excellent parent feedback about workshops. Improved attendance at structured conversations and parent evenings. Improved participation in home learning activities identified in structured conversations.	After workshops completed.
To build closer links with Turkish Community and Black Families network.	Identify individual/s who can be the link between communities and school. Recruit LM / EMA / FSW to work closely with our Turkish community and Black Families Community group.	HT	Aut 2021	Turkish Speaking TA Learning Mentor / EMA Staff Member £17,000 FTE 0.6	Turkish / BCRB Family Support worker / volunteer employed.	Parents from different community groups are playing a greater role in the school. Parents speak highly of community links and the impact they are having on communication and provision for their children.	Through new community groups.
To improve children's attendance so that it is in line with the whole school rate.	Create groups on Integris to be able to analyse attendance of key groups each half term. HT to analyse attendance every half term.	HT/DS HT	Sum 2021 Sum 2021	N/A	Attendance records show paper trail for children whose attendance is a concern.	Attendance is in line with the whole school rate.	Termly

To improve attendance and engagement levels for Turkish speaking families at parent evenings.	To employ a Turkish speaking teaching assistant for parent evenings.	HT	Sum 2021	Turkish speaking teaching assistant	Turkish speaking teaching assistant is employed.	100% attendance at parent evenings	Termly
To reinstate structured conversations (AfA) for focus children.	Identify 2 key children from all classes. Contact parents. Plan timetable and cover arrangements.	HT	Aut 2021	Cover for teachers £3200	Children identified Parents contacted. Timetable agreed.	100% attendance at structured conversation meetings. Parents provide positive feedback about meetings. Other indicators such as attendance at school, enrichment activities is high. There are improvements in areas of concern e.g. attendance, behaviour etc.	Each Term Structured Conversations Take Place
Total Budgeted Cost							£20200

Total Revenue from Pupil Premium Grant	£43,040
Total Cost	£44,115
Difference to come from main school grant	-£1,075

Review of Expenditure from Previous Year 2018/2019

In 2018/19 the pupil premium was used to (Costs relate to Financial Year):

Area of Spend	Total Allocation	Intended Outcomes	Actions	Impact
Academic				
Deploy HLTA to deliver focus groups in the morning.	£16,000	Improved learning outcomes in maths and reading. Improved confidence for pupils in specified areas Learning tasks tailored to meet specific needs of children – closing gaps in understanding. Consolidation of learning completed in class – time for practise and application of skills	HLTA deployed to support group of children in Year 4.	<p>Reading The percentage of children meeting expectations remained consistent at 50% of 6 children.</p> <p>Maths The percentage of children meeting expectations remained consistent at 83% of 6 children.</p>
Deploy HLTA to deliver focus EAL groups in the afternoons.		Improved learning outcomes in reading and writing.	HLTA deployed to deliver EAL support to targeted children in KS2.	<p>EAL 100% of the 3 children receiving pupil premium in the year 5 focus group met the expected standard in writing.</p>
Deploy Lead Practitioner to deliver targeted interventions in afternoons.	£33,000	Improved learning outcomes in reading, writing and maths.	Lead Practitioner to work with targeted children in Year 6.	<p>Reading 60% of 20 children met the expected standard in reading which is slightly down on Year 5 which was 66%.</p> <p>Writing 65% of 20 children met the expected standard in writing which is up from 0% at the end of Year 5.</p> <p>Maths 75% of 20 children met the expected standard in maths which is up from 61% at the end of Year 5.</p>

Deploy TA to deliver inference training in the afternoons.	£16464	Improved learning outcomes in reading. Improved confidence for pupils in specified areas		Inference Training Results 54% of 13 children receiving pupil premium in this intervention met the expected standard in reading
Pastoral Support				
Employ a Learning Mentor to develop children's personal, social and emotional wellbeing i.e. improved confidence, self-esteem, attitudes to learning.	£17000	To provide dedicated time and support (1:1 and group) to help build children's emotional development. To improve the self-esteem, social skills and behaviour of identified children leading to increased confidence and attainment in the classroom. Increased attendance and improved punctuality ensuring children are benefit from school provision.	Clear procedures for staff to refer children for support from pastoral team. Termly meetings between pastoral team, inclusion manager and deputy and head to review progress being made with children.	Attendance Pupil Premium Attendance was 95.3% which is up from 94.8% the previous year.
Enrichment Activities				
Funding for After School Provision so children have access to a wide range of enrichment activities.	£11.280	Social skills are developed through participation in a range of clubs provided by the school or external providers. Children enjoy the experience of being at school and are keen to come before / stay later to participate in chosen activities. Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence.	Annual analysis of number of pupils who have taken part in clubs and whether they receive pupil premium funding. Staff to talk to children / parents about possible interests and available clubs.	ASC Participation There were 5 places being taken up by children receiving pupil premium funding throughout 2018-2019.

<p>Funding for Music Provision e.g. ASC and peripatetic provision which would otherwise be unobtainable.</p>		<p>Children are able to pursue their interests and talents in music, broadening and enriching the curriculum.</p>	<p>Identify children who receive pupil premium funding and have a keen interest in music. Liaise with parents to organise appropriate provision. Support parents with registering with Haringey Music Services for peripatetic provision.</p>	<p>Music Provision In 2018-2019 we had 29 children receiving Peripatetic provision with 15 of them funded through Pupil Premium</p>
<p>Funding for school trips and residential trips, which would otherwise be unobtainable.</p>		<p>Children are able to participate fully in school trips and residential trips. Learning is supported by trips that are carefully planned to enhance the school's curriculum. Social skills, independence, perseverance and team work are developed through participation in group activities and overnight stays on residential trips. Children are able to engage with a broad range of sporting activities which would otherwise not be available.</p>	<p>Pastoral team / DHT / teachers to liaise with parents to raise awareness of additional funding.</p>	<p>Pendarren Residential 5 children received partially funded places and 4 received 4 Free School Meal discounted places for the year 6 residential trip. We also funded 12 places for a Year 5 Outward Bound residential in May 2019.</p>