

Pupil Premium Strategy

1. Summary information					
School	Sitwell Junior School				
Academic year	2020-2021	Pupil Premium Grant (PPG) received per pupil	£1,345	Indicative PPG as advised in School Budget Statement	£69,940
Total number of pupils	312	Number of pupils eligible for PPG	52	Actual PPG budget	£69,940
2. Planned expenditure					
Quality of teaching for all					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual outcome:
<u>Focus on Vocabulary Development (PP/EAL/SEN)</u>	<p>Improve in year progress and attainment of Pupil Premium children.</p> <p>Actions</p> <p>A high expectation on vocabulary will be held by each teacher – subject specific vocabulary must be spelled correctly in work and children will be supported to achieve this. Marking</p>	<p>The educational gaps between rich and poor start early and widen throughout a pupil's education. Matt Bromley argues that Pupil Premium spending must focus on cultural capital, especially the importance of vocabulary. Cultural capital takes one tangible form: a pupil's vocabulary. The size of a pupil's vocabulary in their early years of schooling (the number and variety of words that the young person knows) is a significant predictor of academic attainment in later schooling and of success in life. Department for Education research suggests that, by the age of seven, the</p>	EL/NE	April 2021	

	<p>will pick up on any misspelled words.</p> <p>Word Mats will be created not just for topics, but subjects. (Knowledge Organisers)</p> <p>Texts, not just in English, will be pre-read to ensure pupils have an understanding of the subject matter. Class reads will be re-written for some children to ensure it includes words they understand/key spellings.</p> <p>Displays around school will be vocabulary rich.</p> <p>Children will reflect upon their vocabulary development before and at the end of topics.</p> <p>'Epic' will be used by staff across all subject areas as a resource. This resource will read unknown words</p>	<p>gap in the vocabulary known by children in the top and bottom quartiles is something like 4,000 words (children in the top quartile know around 7,000 words). For this reason, when planning to use Pupil Premium funding to build cultural capital we need to understand the importance of vocabulary and support its development so that children who did not develop this foundational knowledge before they start school are helped to catch up.</p>			
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	<p>aloud for children and when they hover over them, it gives the definition. Also, Read Theory will allow children to read texts at an appropriate level and answer comprehension questions, which will in turn develop their language skills.</p>				
Anticipated expenditure	£5000				

Targeted support

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual outcome:
<p><u>HLTA Interventions</u></p>	<p>Improve in year progress and attainment of Pupil Premium children.</p> <p>Actions</p> <p>For 25% of their contracted hours, HLTAs will support in class/small groups to deliver specific interventions.</p>	<p>Evidence suggests that the impact of Teaching Assistants delivering high quality interventions to a small group shows a consistent impact on attainment: approx. 3-4 additional months. (Making the Best Use of Teaching Assistants)</p>	<p>EL</p>	<p>April 2021</p>	
<p><u>Behaviour Interventions for children run by Learning Mentors and family support for SEMH children.</u></p>	<p>Improve learning behaviours of all children.</p> <p>Actions</p> <p>Learning Mentor will provide ELSA support sessions for children with SEMH needs.</p> <p>Progress will be monitored using BOXALL assessments.</p>	<p>Emotionally unsettled behaviour and mental health issues prevent some pupils to fully accessing the curriculum.</p>	<p>EL/KP</p>	<p>April 2021</p>	

	(25% of KPs wage)				
<u>EAL support for children run by Learning Mentors and support for the Families of PP children who have little to no English.</u>	<p>Improve in year progress and attainment of Pupil Premium children.</p> <p>Actions</p> <p>Learning Mentor to support and develop language skills through a range of strategies, including:</p> <ul style="list-style-type: none"> • Support transition of new starters, especially in development of early language and building friendships. • Provide targeted one to one interventions 	Lack of access to high quality language acquisition is an issue for our pupils (particularly EAL) which affects their ability to access a broad vocabulary base and high quality texts.	EL/ZA/KP	April 2021	

	<ul style="list-style-type: none">• Provide in class support and challenge to PP children, supporting them to overcome barriers to learning <p>Provide translation for families of PP children with EAL, to engage and support (25% of ZA wage)</p>				
Anticipated expenditure	£35,000				

Other approaches

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual outcome:
<p>Breakfast Club to ensure children's basic needs are met so they are ready to learn. This should improve punctuality rates, raise children's self-esteem, and provide opportunities to socialise.</p>	<p>Improve learning behaviours of all children.</p> <p>For the number of Pupil Premium children attending clubs and other experiential learning activities to increase.</p> <p>Actions</p> <p>Admin staff and Learning Mentors to monitor through registers.</p>	<p>NFER suggests that responding quickly to poor levels of attendance contributes to raising the attainment of Pupil Premium children. Attendance at breakfast club ensures children arrive at school on time and are ready for learning.</p>	<p>CH</p>	<p>April 2021</p>	
<p>Provide access to Experiential Learning Opportunities (trips/visits/wraparound care/additional experiences e.g. playing a musical instrument) to all Pupil Premium children in order to increase the numbers that participate.</p>	<p>Improve learning behaviours of all children.</p> <p>For the number of Pupil Premium children attending clubs and other experiential learning activities to increase.</p> <p>Actions</p> <p>Registers will be taken at clubs and attendance will be</p>	<p>The Ofsted publication 'The Pupil Premium - How schools are spending the funding successfully to maximise achievement' states that one school identified support being given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events and career-linked finance and banking events, was one of their top ten gap busters. This was in a Secondary School, however, we feel that PP children should have equal</p>	<p>CH/Year Group Leads</p>	<p>April 2021</p>	

	recorded and monitored.	opportunities to access all areas of the primary curriculum and extra-curricular activities in order to broaden their educational and life experiences.			
Children participate in Children's Festivals: Picture This and Artsmark in order to raise self-esteem and self-confidence and to provide wider experiences and raise aspirations. (Some of these things may be subject to COVID-19 or may happen virtually, but still accrue a cost)	Improve learning behaviours of all children. For the number of Pupil Premium children attending clubs and other experiential learning activities to increase.	The EEF toolkit states that 'Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners'. In previous years, we have seen this have a positive impact on children's confidence and applying drama skills to their learning in reading and writing. This transfer of skills could be developed further during this academic year.	CH/Year Group Leads	April 2021	
Anticipated expenditure	£30,000				