

Pupil Premium Strategy / Self-Evaluation (Primary)

| 1. Summary information | | | | | |
|------------------------|-----------------------|----------------------------------|----------|--|------------|
| School | Sitwell Junior School | | | | |
| Academic Year | 2020-21 | Total PP budget | £69,940 | Date of most recent PP Review | April 2021 |
| Total number of pupils | 303 | Number of pupils eligible for PP | 52 (17%) | Date for next internal review of this strategy | Oct 2021 |

| 2. Current attainment | | | | |
|--|---------------------------------|-----------------|-------------------------------------|-----------------|
| *NB This data is teacher assessment as no SATS tests took place during this academic year due to the coronavirus pandemic and no data was reported nationally. | Pupils eligible for PP (school) | | Pupils not eligible for PP (school) | |
| | Expected Standard | Higher Standard | Expected Standard | Higher Standard |
| % achieving standard or above in reading, writing & maths | 13 (86.7%) | 1 (6.6%) | 59(84.2%) | 17 (24.2%) |
| % achieving at end of KS2 in reading | 13 (86.7%) | 5 (33.3%) | 62 (88.5%) | 29 (41.4%) |
| % achieving at end of KS2 in writing | 13 (86.7%) | 3 (20%) | 61 (87.1%) | 21 (30%) |
| % achieving at end of KS2 in maths | 13 (86.7%) | 2 (13.3%) | 61 (87.1%) | 24 (34.2%) |
| % achieving at end of KS2 in GPS | 13 (86.7%) | 3 (20%) | 58 (82.8%) | 24(34.2%) |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
|---|---|
| Academic barriers (issues to be addressed in school, such as poor oral language skills) | |
| A. | The vocabulary deficit means pupils eligible for PP are underperforming, compared with pupils not eligible for PP, at the higher standard in Reading and Writing. (7% and 10% difference) |
| B. | Pupils eligible for PP are making less progress towards achieving the higher standard in maths compared with pupils not eligible for PP. (21% difference) |
| C. | Pupils eligible for PP are making less progress towards achieving the higher standard in GPS compared with pupils not eligible for PP. (14% difference) |
| D. | Pupils eligible for PP are making less progress towards achieving the higher standard in reading, writing and maths combined compared with pupils not eligible for PP. (17% difference) |

| Additional barriers (including issues which also require action outside school, such as low attendance rates) | | |
|--|---|---|
| E. | Pupils eligible for PP have limited life experiences outside of school (such as participation in clubs etc...). | |
| | Pupils eligible for PP have a lower attendance rate. (87% (below PA rate) compared with 91% for pupils not eligible for PP) | |
| 4. Intended outcomes (specific outcomes and how they will be measured) | | Success criteria |
| A. | Improve in year progress and attainment of pupils eligible for PP, with a particular focus on the higher standard. | Pupils eligible for PP in Years 3, 4, 5 and 6 will make rapid progress in reading, writing, maths and GPS so that they all meet, or exceed, end of year expectations. |
| B. | Improve learning behaviours of all children. | Learning behaviours of all pupils, including those eligible for PP, will improve and have impact on progress and attainment. |
| C. | Improve attendance of all children. | Attendance of all pupils, including those eligible for PP, will improve and have impact on progress and attainment. |

| 5. Review of expenditure | | | | |
|---------------------------------------|-------------------------|---|---|-------------|
| Previous Academic Year | | 2019-2020 | | |
| i. Quality of teaching for all | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| | | | | |

| | | | | |
|--|---|--|--|--|
| <p><u>Focus on Vocabulary Development (PP/EAL/SEN)</u></p> | <p>A. Improve in year progress and attainment of PP children.</p> | <p>At Sitwell Junior School, we put language at the heart of the curriculum and believe children should be immersed in a rich language environment. This additional funding allowed us to enhance our language environment by purchasing/creating high-quality language resources, purchasing language-rich books, dedicating time to staff meetings to explore ways to develop language across school and share good practice amongst staff, emphasise language around school by creating engaging and inspiring language displays etc.</p> <p>As a result, all children were subjected to a rich and stimulating language environment and developed their language understanding and use. They were read and studied books with rich language and high lexile ratings. Staff use rich language and have high expectations of children in their own use of language. Children will therefore have increased the number of words they know and made progress towards closing the gap between the lowest and highest quartiles.</p> | <p>As a school, we believe in the undeniable importance of language develop, therefore it will remain at the heart of our curriculum and our Pupil Premium Strategy.</p> <p>The additional funding allows us to provide a rich language environment for our pupils and continue to provide high-quality resources.</p> <p>An area in which we could improve is in finding a way to measure language development and the impact these strategies have on our children in a measureable way.</p> | <p>£10,000 credited to school budget to pay for resources (bought and created), books, staff meeting time, creating language focussed displays etc</p> |
|--|---|--|--|--|

ii. Targeted support

| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
|---------------|-------------------------|---|---|-------------|
| | | | | |

| | | | | |
|---|--|---|--|--|
| <p><u>HLTA Interventions</u></p> | <p>Improve in year progress and attainment of PP children.</p> | <p>Children whose learning behaviours were underdeveloped really made progress in these smaller group sessions and could learn more as a result. As distractions were reduced, they were able to sustain concentration on activities for longer periods of time and complete more of the higher order reading activities.</p> | <p>Although HLTA's have had a good impact on pupil progress delivering reading interventions, due to COVID-19, we are having to restructure our staffing timetable to accommodate bubbles etc. There may be time within the week for HLTAs to deliver some interventions but this won't be a regular/reliable thing.</p> | <p>£15,000 contribution towards HLTA salary. (£5,000 per HLTA)</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>The work that is completed by our ELSA-trained Learning Mentor is invaluable in improving children's learning behaviours and making them ready to learn in the classroom. This was particularly evident during the COVID-19 lockdown period when she maintained constant contact with all vulnerable families in order to ensure they were safe but also engaged with their learning. The parental feedback for staff contact during the lockdown period, including that of Learning Mentors, was overwhelmingly positive and had a positive impact on the mental health and wellbeing of all pupils.</p> | <p>The Learning mentor will continue to support PP children with their SEMH needs next academic year, but work will be done to improve the use of BOXALL to monitor and track progress.</p> | <p>£10,000 contribution towards ELSA LM wage.</p> |
| <p>EAL support for children run by Learning Mentors and support for the Families of PP children who have little to no English.</p> | <p>Improve learning behaviours of all children.</p> | <p>The work that our Bilingual Learning Mentor does with our EAL families helps to support parental engagement. As above, the contact she maintained with these families during the COVID-19 lockdown period was invaluable and kept these families supported and engaged with school. Similarly, it helped support their SEMH needs.</p> | <p>The Bilingual Learning Mentor will continue to support our ever-rising EAL cohort and their families, and we will look into innovative ways in which they can do this as the pandemic continues and face-to-face contact is limited.</p> | <p>£10,000 contribution towards EAL LM wage.</p> |

| iii. Other approaches | | | | |
|---|--|--|---|--|
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| 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 | Improve learning behaviours of all children. | <p>Many pupils eligible for PP accessed breakfast club to ensure they were at school on time and with their basic needs met.</p> <p>Similarly, many pupils eligible for PP who were late to school were able to access breakfast club stock and were provided with a breakfast to ensure they were ready to learn.</p> <p>Due to the pandemic, breakfast club ceased to run from March 2020 onwards, therefore not as much funding was needed.</p> | As this is such a useful and successful intervention, breakfast club will continue next year. Even if COVID-19 restrictions remain in place, it will continue as it offers childcare for our families and supports some of our most vulnerable children to be ready to learn. | £454.75 to help 9 PP children attend breakfast club. |

| | | | | |
|--|---|---|---|---|
| <p>Provide access to Experiential Learning Opportunities (trips/visits/after school clubs/lunchtime clubs) to all PP children in order to increase the numbers that participate. The desired effects will be: to raise self-esteem and self-confidence, to provide opportunities to socialise with other children, and to increase numbers of Pupil Premium children playing a musical instrument;</p> | <p>Improve learning behaviours of all children.</p> | <p>PP money allowed children to attend events they wouldn't normally be able to.</p> <p>Due to the pandemic, clubs didn't run for the entire year, therefore not as much funding was needed. However, we did use the spare funding to allow for experiential learning experiences within the classroom when year 3 and 6 children returned to school.</p> | <p>All children, including those eligible for PP, have had access to school trips and visits, allowing them to fully participate in the creative curriculum. Despite the pandemic, we aimed to allow for those experiences to continue within the classroom, so that children didn't miss out, as they couldn't go on trips etc.</p> <p>Next year, if restrictions remain in place and trips can't go ahead, we will continue to invest heavily into recreating experiences within the classroom.</p> | <p>£224 to help 11 PP children attend after-school clubs.</p> <p>£278 to help 20 PP attend a school visit.</p> <p>£5000 credited to school budget to help provide engage/express/family learning events and experiential learning events/activities within the classroom.</p> |
|--|---|---|---|---|

| | | | | |
|--|--|---|--|--|
| 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 | Improve learning behaviours of all children. | Due to the pandemic, these events were not able to happen. Money was reinvested in making experiential experiences happen in the class, once some children made a return to school. Also, an art audit was conducted during the autumn term and new art resources were bought to ensure all children have access to a wide variety and quality of media, with access for all. | If the situation allows, we will take part in these events next year as we truly believe that these types of experiences develop children's self-esteem and self-confidence and raise pupils' aspirations. | £2000 to invest in art resources across school and attendance at an Art course for art subject leader. |
|--|--|---|--|--|

6. Planned expenditure

Academic year

2020-21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and 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 lead | When will you review implementation? |
|---|--|---|---|------------|--------------------------------------|
| <u>Focus on Vocabulary Development (PP/EAL/SEN)</u> | <u>A</u> Improve in year progress and | 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 | <u>Identified in SDP as a priority</u> Actions: <ul style="list-style-type: none"> Children will be able to confidently discuss the books that they have read, showing an increased | EL/NE | April 2021 |

| | | | | | |
|--|--|---|---|--|--|
| | <p>attainment of Pupil Premium children.</p> | <p>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 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> | <p>awareness of authors, genres and stories.</p> <ul style="list-style-type: none"> • Through the book talk sessions, children will discuss the reading with a focus on the competencies that we expect, ensuring that they can discuss what they have read in greater length. Through teacher positioning, children will also be able to listened to when reading. They will be able to show that they can read for entertainment as well as for knowledge. • Reading for Pleasure will increase through listening to the class story, and also the stories in assembly. • Through regularly reading at home and comments through the reading diary, parents will be aware of the reading ability of their child. • Through the progression of texts document, children will be able to demonstrate their skills when reading for entertainment, for knowledge or analysis. • Staff's knowledge and expertise when making assessment will increase, therefore ensuring greater accuracy of judgements. • Expectations will increase as children will be taught and guided into writing a more thorough responses based on opinions and evidence. The Hooked on Books approach will become embedded. • Through the modelled lesson, staff will ensure that lessons are appropriately structured and that expectations are high. • Through moderation challenge meetings, staff will confidently talk about the reading level of their children. • By using the grids to assess, the gaps in learning will be quickly identified and placed on to a 'zap the gap' grid. | | |
|--|--|---|---|--|--|

| | | | | |
|--|--|--|---|--|
| | | | <ul style="list-style-type: none">• Children will receive relevant comments to their learning, enabling them to either correct any misconceptions or deepen their knowledge further.• Children's fluency and decoding skills will improve, allowing them to then move onto developing their comprehension.• As these children are more likely to be the reluctant readers, their enjoyment of reading should improve.• Children's words per minute that they read will increase.• Staff skills and knowledge of phonics will increase. <p>Further Actions:</p> <ul style="list-style-type: none">• 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 will pick up on any misspelled words.• Word Mats will be created not just for topics, but subjects. (Knowledge Organisers)• 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.• Displays around school will be vocabulary rich.• Children will reflect upon their vocabulary development before and at the end of topics.• 'Epic' will be used by staff across all subject areas as a resource. This resource will read unknown words 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. | | |
|--|--|--|---|--|--|

Total budgeted cost £5000

ii. Targeted support

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|--|--|---|-------------------|---|
| <u>HLTA Interventions</u> | A Improve in year progress and attainment of Pupil Premium children. | 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) | Actions For 25% of their contracted hours, HLTAs will support in class/small groups to deliver specific interventions. Progress will be monitored during Pupil Progress Meetings and children added and removed from intervention, as necessary. | EL | April 2021 |
| <u>Behaviour Interventions for children run by Learning Mentors and family support for SEMH children.</u> | B Improve learning behaviours of all children. | Emotionally unsettled behaviour and mental health issues prevent some pupils to fully accessing the curriculum. | Actions Learning Mentor will provide ELSA support sessions for children with SEMH needs. Progress will be monitored using BOXALL assessments. (25% of KPs wage) | EL/KP | April 2021 |
| <u>EAL support for children run by</u> | A | Lack of access to high quality language acquisition is an issue for | Actions | EL/ZA | April 2021 |

| <p><u>Learning Mentors and support for the Families of PP children who have little to no English.</u></p> | <p>Improve in year progress and attainment of Pupil Premium children.</p> | <p>our pupils (particularly EAL) which affects their ability to access a broad vocabulary base and high quality texts.</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 • 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> | | |
|---|---|---|---|----------------------|---|
| Total budgeted cost | | | | | £35,000 |
| iii. Other approaches | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Breakfast Club to ensure children's basic needs are met so they are ready to | B | NfER suggests that responding quickly to poor levels of attendance contributes to raising the attainment of Pupil Premium children. | Actions Admin staff and Learning Mentors to monitor through registers. | EL/CH/Class Teachers | April 2021 |

| | | | | | |
|---|--|--|--|--|-------------------|
| <p>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>Attendance at breakfast club ensures children arrive at school on time and are ready for learning.</p> | <p>Pupils eligible for PP who begin to demonstrate lateness/hunger/poor learning behaviours will be offered a place at Breakfast Club.</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>B Improve learning behaviours of all children.</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 opportunities to access all areas of the primary curriculum and extra-curricular activities in order to broaden their educational and life experiences.</p> | <p>Actions Registers will be taken at clubs and attendance will be recorded and monitored. Pupils eligible for PP will be encouraged to take up places at clubs, when not enrolled.</p> | <p>EL/CH/Year Group Leads</p> | <p>April 2021</p> |
| <p>Children participate in Children's Festivals: Picture This and Artsmark in order to raise self-esteem and self-confidence and to</p> | <p>B Improve learning behaviours of all children.</p> | <p>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</p> | <p>Ensure engagement for all by monitoring participation.</p> | <p>EL/CH/Year Group Leads/Class Teachers</p> | <p>April 2021</p> |

| | | | | | |
|--|---|--|--|------------------------|-------------------|
| <p>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)</p> | | <p>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.</p> | | | |
| <p>New and Improved Attendance Reward System. Improved attendance monitoring systems.</p> | <p><u>C</u> Improve attendance of all children.</p> | <p>In 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership.</p> | <p><u>Included in SDP as a priority.</u> <u>Actions</u></p> <ul style="list-style-type: none"> • Children will be encouraged to attend school to earn individual and class rewards. • Staff will know and understand the attendance reward system and apply consistently in each class. • Parents will understand the importance of good attendance. • Attendance will remain a high priority throughout the school year. • Attendance successes will be shared and raise pupil self-esteem. • Attendance issues will be picked up and addressed more swiftly. • Strategies to address attendance issues will be reviewed and adjusted termly. • Parents will be supported to ensure their child attends school. • Errors in registers will reduce and attendance % will increase marginally. • Attendance at Breakfast club will ensure PP children arrive on time and have a healthy breakfast to set them up for the day. • PP children will attend school and they will look forward to attending | <p>EL/CH/ST/KP /ZA</p> | <p>April 2020</p> |

| | | | | | |
|----------------------------|--|--|---|--|----------------|
| | | | <p>an After School Club, which is an interest of theirs.</p> <ul style="list-style-type: none">• PP children will attend the trip /residential and not miss school that day because their parents can't afford to pay for the trip.• PP children will settle into school on that morning because they have been supported by their parent during the morning workshop.• PP children whose attendance is slipping will be identified more swiftly.• Strategies to address PP attendance will be reviewed and adjusted termly.• Parents will be engaged and supported with facilitating their child's attendance at school.• Parents will be supported with the cause behind the persistent absence, by Early Help involvement.• Parents will understand the importance of good attendance.• Children will feel supported with their attendance rather than reprimanded - often it is not the child's fault for their poor attendance.• Attendance issues will be picked up on and addressed swiftly. | | |
| Total budgeted cost | | | | | £30,000 |

7. Additional detail

Pupil Progress Tracker 2019-20

Termly Attendance Report

EMAG in year data

EEF Toolkit

DfES publications

OfSTED publications