



Sandwich Junior School

Pupil Premium Strategy Statement Academic Year 2020-21

Eligible Pupils	
Year 3	10
Year 4	9
Year 5	13
Year 6	14
Total number of pupils on Roll eligible:	46 FSM + 1 Post-LAC +1 Service Pupil
Total number we are currently in receipt of funding for:	48 FSM + 1 Post-LAC +1 Service Pupil
Total Budget Allocation:	£65,870.00

Current Attainment for 2018-2019 (no data for 2019-2020 due to COVID-19)			
Attainment of Year 6 Pupils End of KS2	All Pupils 2018/19	Pupils eligible for PP 2018/19	National (All pupils)
% of pupils achieving expected + standard in Reading	86%	67%	73%
% of pupils achieving expected + standard in Writing	93%	83%	78%
% of pupils achieving expected+ standard in Maths	93%	83%	79%

Barriers to future attainment and progress:

In School Barriers: (issues to be addressed in school, such as poor oral language skills)

A.	11% of pupils who are eligible for Pupil Premium have identified additional educational needs which impacts on their ability to attain the expected standard and meet the age appropriate objectives or make expected progress.
B.	Some pupils eligible for Pupil Premium have not managed to meet their age appropriate objectives (29% in Reading, 48% writing and 33% in Maths).
C.	The revised National Curriculum and raised expectations that comes with this has also made it more difficult for pupils to reach the higher expected standards of attainment.
D.	Oracy –oral language skills for most PP children are lower as the children struggle with poor sentence structure and limited vocabulary. This limits reading comprehension, writing standards and understanding of complex maths problems
E.	SEMH – 23% of pupils eligible for pupil premium have difficulties with self-esteem, ability to regulate their own emotions, anxiety, attention and concentration and social skills. Consequently, this can inhibit their learning as they struggle to concentrate, interact appropriately both within small social groups and avoid taking greater risks with their learning.
F.	A number of pupils eligible for Pupil Premium funding also have difficulties due to fine and gross motor skills, which can inhibit their learning across the curriculum.
G.	Mobility – A significant group of pupils with additional needs moving in year to school.

External Barriers: (Issues which also require action outside of school, such as low attendance)

H.	COVID-19 impact on attainment and well-being of pupils
I.	Attendance rates of eligible pupils is lower than other pupils, which impacts on their ability to meet their age appropriate objectives and make expected progress.
J.	Many pupils limited home experiences and resources or have financial restraints leading to non-participation.

Desired Outcomes:		
	<i>Outcome</i>	<i>Success Criteria</i>
A.	To improve progress for all pupils who are eligible for Pupil Premium	All pupils, including those with SEND, who are eligible for Pupil Premium make rapid progress and a greater proportion of these pupils will be able to access their Year group objectives and meet the age related expectations.
B.	To ensure the impact of COVID-19 on attainment and well-being of pupils is effectively supported	<p>Initial focus on well-being and relationships, enables pupils to successfully transition back to school following Lockdown.</p> <p>Early identification of individual needs enables pupils to be successfully supported and progress to be made.</p> <p>Gap analysis from Initial baseline assessments used to inform quality first teaching, targeted intervention support and catch-up curriculum.</p> <p>All pupils make progress and evidence of gaps in learning closing.</p>
C.	To improve SEMH of all pupils; increasing self-esteem and self-confidence, thus enabling them to access the curriculum and increase attainment in all subjects.	<p>All pupils will have improved SEMH, enabling them to make progress in line with their peers. Input from Thrive Practitioners and whole school CPD from Thrive will improve staff knowledge of the Thrive approach and ensure that strategies are applied consistently throughout the school.</p> <p>Identified pupils receive targeted intervention support from THRIVE Practitioner; positive impact shown in Thrive profiling and tracking.</p>
D.	To improve communication and language skills for Pupil Premium pupils resulting in rapid progress in Reading, Writing and Maths.	<p>All pupils fully understand expectations and feel less anxious, thus enabling them to make better progress.</p> <p>Pupils more engaged and able to access their own learning.</p> <p>Pupils able to speak using full sentences and writing demonstrates an improvement in sequencing of ideas and basic sentence structure.</p>

Section 2: Planned Expenditure:

At Sandwich Junior School we have a 3 tiered approach to utilising the Pupil Premium Funding with the aim of improving quality first teaching for all, providing targeted support and developing whole school strategies in order to meet the needs of pupils, but particularly those who are eligible for Pupil Premium.

i. Quality First Teaching for All:						
Desired Outcome	Chosen Action, Provision or approach	What is the evidence and rationale for this choice	Success Criteria	How will you ensure it is implemented well?	Staff Lead	Review
A, B, C, D	<p>Term 1 Recovery Curriculum:</p> <p>Settling the pupils back to school with PSHE focus; developing concentration, Reading and Writing stamina; and social skills.</p> <p>Baseline Assessment Gap analysis to inform planning; targeted intervention support; review of curriculum and areas which require further revision.</p>	<p>Pupils will require support in order to reintegrate back into full time education following a significant period away from school for most pupils, both academically and in terms of well-being.</p> <p>We will need to re-assess where the pupils are in their learning, following a long period of time engaging with home learning, in order to attempt to close the potential gaps and</p>	<p>All pupils will have successfully transitioned back to school.</p> <p>Pupils' social skills will have improved, and relationships maintained.</p> <p>All staff fully aware of gaps in learning and areas of the curriculum that need to be revisited in order to enable all pupils to make progress.</p>	<p>SLT to carry out drop in observations where possible.</p> <p>Subject Leaders to carry out Deep Dives where possible.</p> <p>Book scrutinises to be carried out.</p> <p>Pupil Progress Meetings throughout the year to track progress of all pupils.</p>	<p>All staff</p> <p>CD – English lead</p>	

	<p>Lowest 20% of readers from each class identified and priority given to ensure that these pupils engaged in 1:1 daily reading with Teacher. Guided Reading approaches continue to develop utilising LTC strategies led by English subject lead.</p> <p>Phonics to be taught twice per day in Years 3 & 4.</p> <p>Revision of basic number facts, number bonds and efficient methods for the four operations to be planned for in all year groups, but particularly in Yr3.</p> <p>All staff to participate in Maths Week and investigate alternative</p>	<p>proceed with the age-appropriate curriculum.</p> <p>Writing performance has always been a strength of the school. Whilst Reading has continued to develop throughout the school in recent years, reading stamina will have been hugely affected due to Lockdown and remains a focus area of the new OFSTED framework.</p> <p>Only 25% of Year 3 pupils are working at the age expected parameter for Maths. Early gap analysis has identified that pupils are unfamiliar with basic written methods for addition or</p>	<p>Evidence in data from Pupil Progress Meetings indicates that pupils are closing the gaps in their learning and are able to access their own curriculum objectives.</p> <p>Reading ages for lowest 20% demonstrates that the gap between reading age and chronological has closed significantly.</p> <p>Data shows raised attainment of expected and above expected levels and progress in Maths, particularly in Year 3 & 5</p>			
--	--	--	--	--	--	--

	<p>ways of teaching Maths outdoors and utilise different times of the day for integrating basic maths teaching.</p>	<p>subtraction and that they are unable to recall number bonds to 20 securely.</p> <p><i>Evidence from EFF shows that integrating maths into different activities throughout the day – for example, at registration and snack time – to familiarise children with maths language and make the most of the school day, is the best way to improve Mathematics</i></p>				
A, B, C	<p>To continue to provide Breathing Space sessions for those pupils in Yr4,5 & 6.</p> <p>Additional CPD on Breathing Space to be booked and delivered for all staff as a refresher and for all new staff members.</p>	<p><i>EFF Research shows:</i></p> <p><i>Social and emotional learning has an impact of +4 months.</i></p> <p><i>Behaviour interventions have an impact of + 3months.</i></p> <p><i>Self-Regulation has a high impact of + 7 months</i></p> <p><i>The Breathing Space Programme has proven</i></p>	<p>Children’s social, emotional, mental health and well-being is supported leading to improved confidence and self-esteem.</p> <p>Pupils feel confident to be able to implement strategies taught during their Breathing Space Sessions to enable</p>	<p>Pupil voice will be collected to fully understand impact this has had on well-being.</p> <p>SENCO to meet with Julie at the end of each 6 week block to discuss impact on individual pupils and any observations she has made.</p>	SENCO	

		<p><i>to be very effective and successful with regards to supporting pupils with their SEMH.</i></p>	<p>them to self-regulate when needed.</p> <p>All staff feel confident to support pupils with their SEMH and lead mindfulness sessions as part of whole school routines.</p>			
B, C	<p>Plan, book and timetable weekly sessions and daily Mindful Moment Minutes (MMMs)</p>	<p><i>EEF Research shows:</i></p> <p><i>Social and emotional learning has an impact of +4 months.</i></p> <p><i>Behaviour interventions have an impact of + 3months.</i></p> <p><i>Self-Regulation has a high impact of + 7 months</i></p>	<p>Children’s social, emotional, mental health and well-being is supported leading to improved confidence and self-esteem.</p> <p>Pupils feel confident to be able to implement strategies taught during their Breathing Space Sessions to enable them to self-regulate when needed.</p>	<p>SLT to monitor sessions where possible to establish impact on engagement.</p> <p>Pupil voice will be collected to fully understand impact this has had on well-being.</p>	<p>SR</p> <p>MG to timetable</p>	

ii. Targeted Support

Desired Outcome	Chosen Action, Provision, or approach	What is the evidence and rationale for this choice	Success Criteria	How will you ensure it is implemented well?	Staff Lead	Review
<p>A, B, D</p>	<p>To identify pupils who would benefit from additional support with reading.</p> <p>Lowest 20% of Readers to be identified and daily 1:1 reading to be implemented.</p> <p>To plan and implement the delivery of the Beanstalk Reading Programme for those individuals identified.</p>	<p>Writing performance has always been a strength of the school. Whilst Reading has continued to develop throughout the school in recent years, reading stamina will have been hugely affected due to Lockdown and remains a focus area of the new OFSTED framework.</p> <p>Initial reading ages of the lowest 20% indicates that pupils have a significant gap between Reading Age and chronological age.</p> <p><i>EEF Research shows:</i></p> <p><i>Reading Comprehension Strategies have a</i></p>	<p>Children are more engaged with their reading; their confidence will have improved enabling them to be more independent readers. Raised attainment in reading; fluency and Gap between Reading age and chronological age will have decreased.</p> <p>Comprehension of texts has improved.</p>	<p>SLT to monitor entry and exit data of intervention.</p> <p>English Subject Lead to analyse and report impact of progress for lowest 20% across the school to SLT.</p> <p>Pupil voice will be collected to fully understand impact this has had on well-being.</p>	<p>Class Teachers & SENCO</p>	

		<p><i>positive impact on progress of + 6 months.</i></p> <p><i>Individualised instruction has an impact of +3 months and 1:1 tuition has an impact of +5 months.</i></p>				
A, B	<p>To identify pupils who would benefit from additional support in order to make rapid progress.</p> <p>Plan and deliver specific TA lead interventions identified within provision maps.</p>	<p><i>EEF Research shows:</i></p> <p><i>Individualised instruction has an impact of +3 months.</i></p> <p><i>Feedback has a high impact of +8 months.</i></p> <p><i>Social and emotional learning has an impact of +4 months.</i></p> <p><i>Behaviour interventions have an impact of + 3months.</i></p> <p><i>Self-Regulation has a high impact of + 7 months</i></p>	<p>Raise attainment of expected and above expected levels and progress in the core subjects.</p> <p>Specific skills developed to enable pupils to access the full curriculum.</p> <p>Gross and fine motor skills of those children identified have improved and is impacting positively on learning.</p>	<p>Intervention entry and exit data will be monitored at the end of each term and discussed within Pupil Progress Meetings.</p>	<p>Class Teachers & SENCO</p>	
A, B	<p>To identify pupils who would benefit from additional support or more bespoke</p>	<p><i>EEF Research shows:</i></p>	<p>Pupils have made rapid progress within Maths and English and are becoming</p>	<p>Intervention entry and exit data will be monitored at the end of each term and</p>	<p>JB & Class Teachers</p>	

	<p>curriculum in Maths and English in order to make rapid progress.</p> <p>Investigate both Numbershark and Wordshark as possible programmes to support individual pupils within these areas.</p>	<p><i>Individualised instruction has an impact of +3 months.</i></p> <p><i>Feedback has a high impact of +8 months.</i></p>	<p>more independent with their learning.</p> <p>Pupils are engaged and motivated to access their own learning in Maths and English.</p>	<p>discussed within Pupil Progress Meetings.</p>		
A, B, C, D	<p>Class Teachers in collaboration with SENCO identify pupils who may have possible Dyslexic traits or are struggling with Reading, Writing and spelling, and therefore require additional assessment to be carried out.</p> <p>Plan possible intervention or strategies depending on outcome of assessment to support any potential barriers</p>	<p><i>EEF Research shows:</i></p> <p><i>Individualised instruction has an impact of +3 months.</i></p> <p><i>Feedback has a high impact of +8 months</i></p>	<p>Areas of difficulty are identified through assessment and appropriate support sourced.</p> <p>Develop specific strategies to enable children to access the full curriculum.</p> <p>Raise attainment of expected and above expected levels and progress in the core subjects.</p> <p>Children's social, emotional, mental health and well-being is supported leading</p>	<p>Intervention planning with entry and exit data will be monitored at the end of each term.</p> <p>SENCO to review in collaboration with Class Teachers the provision in place and adjust accordingly.</p> <p>SLT and Subject Leader (CD) to Monitor English Books and gap analysis of Reading Papers, spelling and phonic data.</p>	Class Teachers & SENCO	

	and enable pupils to access their learning.		to improved confidence and self-esteem within their learning.			
A, B, C, D	<p>To identify select individuals who may require additional investigation from an Educational Psychologist in order to gain a better understanding of specific needs and potential barriers to learning.</p> <p>Commission outside agency support where required.</p>	<p><i>EEF Research shows:</i></p> <p><i>Individualised instruction has an impact of +3 months.</i></p> <p><i>Feedback has a high impact of +8 months</i></p>	<p>Barriers to learning identified for individual pupils and appropriate provision planned and implemented to support the pupil's needs.</p> <p>Pupils are able to access their own learning and make appropriate progress from their starting points. Pupil's social, emotional, mental health and well-being is also supported leading to improved confidence and self-esteem.</p>	SENCO to monitor provision and collaboratively work with Class Teacher or other potential outside agencies to implement further ongoing support if required.	JB	
B, C.	To identify staff to participate in Thrive Practitioner Training.	<i>EEF Research shows:</i>	All pupils will have improved SEMH, enabling them to	SLT to monitor impact of Thrive input on both individual and small	JB	

	<p>Book x 3 members of staff on Thrive Practitioner Training and support them in their studies.</p> <p>Book follow up training for licensed practitioners to ensure license continues and knowledge and understanding is the most up to date.</p> <p>Identify individual pupils who need to be profiled and action plans created to support SEMH needs.</p>	<p><i>Social and emotional learning has an impact of +4 months.</i></p> <p><i>Behaviour interventions have an impact of + 3months.</i></p> <p><i>Self-Regulation has a high impact of + 7 months</i></p>	<p>make progress in line with their peers.</p> <p>Thrive Practitioners feel confident to deliver both 1:1 and small group Thrive sessions.</p> <p>Input from Thrive Practitioners and whole school CPD from Thrive will improve staff knowledge of the Thrive approach and ensure that strategies are applied consistently throughout the school.</p>	<p>groups from analysis of Thrive profiles.</p> <p>Intervention entry and exit data will be monitored at the end of each term and discussed within Pupil Progress Meetings.</p> <p>SENCO to work collaboratively with Thrive Practitioners to review and monitor ongoing Action Plans.</p> <p>SENCO to support training of Thrive Practitioners and coordinate where support needs to be deployed.</p>		
A, D	<p>To review and update annual subscription for Speech and Language Link or order to enable staff to assess any potential language gaps.</p>	<p><i>EEF Research shows:</i></p> <p><i>Individualised instruction has an impact of +3 months.</i></p> <p><i>Feedback has a high impact of +8 months</i></p>	<p>Children to have closed the gaps as indicated by Language Link and Speech link. Raise attainment of expected and above expected levels and progress in the core subjects.</p>	<p>Intervention entry and exit data will be monitored and outcomes discussed during Pupil Progress Meetings.</p>	SENCO	

			Develop specific skills to enable children to access the full curriculum.			
A, D	<p>To identify pupils who may require additional support with language skills.</p> <p>To purchase Flash Academy Licenses for those pupils identified as requiring additional support</p>	<p><i>EEF Research shows:</i></p> <p><i>Individualised instruction has an impact of +3 months.</i></p> <p><i>Feedback has a high impact of +8 months</i></p>	<p>Pupils are engaged and able to access a more bespoke curriculum.</p> <p>Pupils have made at least expected progress from their starting points in the core subjects.</p>	<p>SENCO to monitor engagement with Flash Academy.</p> <p>Intervention entry and exit data will be monitored and outcomes discussed during Pupil Progress Meetings.</p> <p>Pupil Voice will be collected to determine its impact on SEMH.</p>	SENCO	
A, D	<p>Research different communication software.</p> <p>Purchase Communicate in Print Software in order to create social stories, task management boards, clarification cards, feelings boards etc to support</p>	<p><i>EEF Research shows:</i></p> <p><i>Individualised instruction has an impact of +3 months.</i></p> <p><i>Feedback has a high impact of +8 months.</i></p> <p><i>Social and emotional learning has an impact of +4 months.</i></p>	<p>All pupils fully understand expectations and feel less anxious, thus enabling them to make better progress.</p> <p>Pupils more engaged and able to access their own learning.</p>	<p>SENCO and Class Teachers to monitor impact of individual resources on engagement and progress within learning.</p>	SENCO	

	<p>individuals who have difficulties communicating their feelings or concerns.</p> <p>Share visual resources with parents who may be struggling with pupil's engagement or behaviour at home.</p>	<p><i>Behaviour interventions have an impact of + 3months.</i></p> <p><i>Self-Regulation has a high impact of + 7 months.</i></p> <p><i>Parental engagement has an impact of + 3months.</i></p>				
--	---	---	--	--	--	--

iii. Whole School/ other Strategies

Desired Outcome	Chosen Action, Provision or approach	What is the evidence and rationale for this choice	Success Criteria	How will you ensure it is implemented well?	Staff Lead	Review
B, C,	<p>To book and deliver whole school training on the Thrive Approach.</p> <p>Class Teachers to explore profiling their whole class using the online platform and developing class Action Plans based on outcomes.</p>	<p><i>EEF Research shows:</i></p> <p><i>Social and emotional learning has an impact of +4 months.</i></p> <p><i>Behaviour interventions have an impact of + 3months.</i></p> <p><i>Self-Regulation has a high impact of + 7 months</i></p>	<p>Staff feel confident to identify and assess pupils with potential SEMH difficulties and develop appropriate intervention and support to improve this area of need.</p> <p>Children's social, emotional, mental health and well-being is supported leading to</p>	<p>SENCO to monitor class profiles, as Thrive Practitioner.</p> <p>Entry and Exit data from Class Profiles to be monitored by SENCO.</p>	JB	

			improved confidence and self-esteem.			
--	--	--	--------------------------------------	--	--	--

Section 3: Measuring the impact of PPG:

Quality first teaching is the foundation of ensuring progress for all learners, therefore expenditure has been allocated to additional resources and adult support for in class learning, as well as further staff training and resources to enable effective intervention work.

The impact on both class learning and interventions is monitored in terms of; progress throughout the duration of an intervention programme, using both entry and exit data as a comparison; lesson observations carried out by SLT, furthermore evidence of pupils' progress against the key skills within the books, which are used to inform a pupil's mastery of the Key objectives for their year group.

Pupil Progress meetings are also held throughout the year between SLT, Class Teacher and Teaching Assistants to discuss ongoing progress of Pupil Premium Pupils, potential barriers and possible support or interventions required moving forward. Progress of Pupil premium pupils are tracked carefully and reported to SLT and Governors.