



South End Junior School

PP Excellence Plan 2020-2021

HT	Head teacher	CoG	Chair of Governors	TA	Teaching Assistant	SBM	Jo Simmons
AHT	Assistant Head teacher	CPD	Continuing professional development	SEND	Special Educational Needs and Disability	GK	Gurdip Kaur
DC	Disadvantaged Children	SLT	Senior Leadership Team	LA	Local Authority	LG	Lisa Gibbs
GB	Governing Body	T4W	Talk for writing	SRE	Sex and relationships education	LB	Laura Bateman

SUMMARY INFORMATION

Academic Year 1920-2021

Last PP review: 24/06/19

Next internal strategy review: April 2021

CURRENT PUPIL INFORMATION 2020

Total number of pupils:

358

Total pupil premium budget:

£73, 870 + £7610 cf

Number of pupils eligible for pupil premium:

58

COHORT INFORMATION**CHARACTERISTIC****NUMBER IN GROUP****PERCENTAGE OF GROUP**

FSM

25

43%

LAC (ever in care)

4 (8)

6% (14%)

FORCES

2

3%

Boys

28

48%

Girls

30

52%

SEN support (EHC plan)

18 (2)

31% (3%)

EAL

7

12%

ASSESSMENT INFORMATION

END OF KS1 (2019)						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average (SEI)	National average	2015-16	2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	43%	63%	65%	29%	73%	21%
% achieving expected+ in reading	57%	76%	75%	53%	87%	64%
% achieving expected+ in writing	47%	65%	69%	41%	73%	43%
% achieving expected+ in maths	57%	75%	76%	47%	93%	28%
END OF KS2 (2019)						
Attainment	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2015-16	2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	63%	77%	65%			70%
% achieving expected+ in reading	69%	85%	73%		70%	90%
% achieving expected+ in writing	82%	90%	78%		75%	70%
% achieving expected+ in maths	81%	91%	79%		85%	85%

OTHER DATA			
Year:	2019 -2020	2018 - 2019	2017-2018
Attendance	96% (Prior to lockdown) Non PP – 97%	97% Non PP – 97%	95% Non PP – 96%
Behaviour	17% reflection book entries		
Safeguarding referrals	1 external 9 (33%) internal		

Priorities
<p>1) Improve the quality of teaching and learning Research shows that the quality of teaching has a disproportionate impact on PP children. Embedding positive discrimination and ensuring consistency across the school will ensure all children make maximum progress.</p> <p>2) To enrich the lives of disadvantaged children Research shows closing the vocabulary gap will close the attainment gap. In order to ensure all children leave as rounded and grounded citizens we will provide a range of enrichment opportunities that disadvantaged children may not otherwise access.</p> <p>3)To improve staff and governor knowledge Consistency across the school is key. All staff need to work towards the common goal of closing the attainment gap and ensuring full curriculum entitlement for all children. By developing a robust system of data sharing and ensuring all staff are aware of their role, we can embed strategies to target the needs of all disadvantaged children.</p>

Review of previous strategies (2019-2020)

Strategy	Impact to date	To continue?	Previous spending	Cost for upcoming year	Monitoring How Who When
Personalised action plans	Pupils have a voice in their learning and barriers they identify during mentoring are removed. Strategies for closing the gap tailored to children's needs and quickly removed.	Y	£0	£0	Mentoring LB Half termly
Pixl interventions ran by specialist maths HLTA	Smallest attainment gap.. Pixl gap analysis being used to identify and target gaps – attainment at End of KS2 above national for last 3 years.	Y	Pixl - £2700 Maths TA- £13,983	Pixl - £2700 Maths TA- £14,000	Interventions LB/LG Daily
After school tuition	Children attending tuition made more progress in R/W/M than DC not attending tuition. (2018-2019) 73% DC attended weekly English and maths tuition all year. (2018-2019)	Y	Tuition staff - £4789.78 Refreshments- £56.70	Tuition staff - £5500 Refreshments- £100	1h M/ 1h W sessions LB Weekly
AHTs out of class	Barriers to learning are quickly identified and reduced/removed. AHTs team teaching and monitoring has improved quality first teacher. Attainment gap in RWM has reduced.	Y	AHTs £40 000	AHTs £40 000	Teaching/mentoring LB/LG Daily
Contribute towards trips	DC all have full curriculum entitlement through accessing trips.	Y	£91.30	£100	GK/LB When requested
Counselling/Ed psychologist	Emotional barriers removed/ decreased. Less children removed from class.	Y	£1529.59	£2000	SLT When requested
Pastoral support available when needed		Y	£8500	£9000	
AR (overtime)	Further data analysis is enabling specific gaps to be targeted quickly. As a result, attainment gap is closing in reading. All teachers given reports on specific gaps and how to target.	Y	£99.31	£100	LB/LG Termly
3 High quality texts provided for all DC.	95% DC reading the books gifted to them. (PV) Attainment gap in reading is decreasing. Increasing number of DC completing home learning, (mentoring data).	Y	£304.59	£500	Mentoring LG/LB Termly

Additional reading opportunities for DC.	All off track DC read to an adult daily. DC are making more progress than non DC in R. Attainment gap in reading is decreasing.	Y	£1202.15	£1700	Designated TA GK/LG/LB Daily
1:1 for specific DC pupil	Children is able to access learning in class more frequently. Individual needs are catered for.	N	£2742	£0	Designated TA LG Daily
Joint mentoring/ learning walks with SENCO focused on PP with SEND	SEND and classroom targets joined up, additional mentoring provided around PGP targets. Additional resources and strategies identified and added to personalised action plans.	Y	£0	£0	Drop and stops/ mentoring SENCO/LB Half termly
Marc R – Guest speaker INSET Day	Enrichment resources ordered to enrich vocabulary. Interventions moved to ensure full curriculum entitlement for all.	N	£500	£0	
Milk provided on request	Basic needs met.	Y	£64.46	£300	SLT When requested
Enrichment resources	All DC have vocabulary rich resources to access at home/ in school. 90% children regularly playing vocabulary rich games at home. All DC able to access vocabulary rich games in school through lunchtime club.	Y	£888.71	£1500	Mentoring LG/LB Half termly
Privacy partition	Boosted concentration for specific pupil.	N	£31.95	£0	
Total academic year Pupil Premium Spending £77,498.93					

Priority 1	To improve the quality of teaching and learning						
Objective Cost	Actions Met Ongoing Lead Person When	Monitoring How Who When	Review Impact to date Previous lessons learnt Improvements needed	Milestone 1 July 20 Met Partially Not	Milestone 2 Dec 20 Met Partially Not	Milestone 3 March 20 Met Partially Not	Evaluation Key Questions
To close the attainment gap in RWMs. £1000 – CGP books	To ensure positive discrimination and targeted questioning in lessons.	Drop and stops SLT Half termly	Closing progress gap and attainment gap closing in RWM. Staff voice Jan 2020 showed positive discrimination viewed as most effective strategy for closing the gap. Targeted questioning used by all teachers but no hands up rule needs to be further embedded.	Targeted questioning evidenced in Drop and stops All teachers equipped with a range of questioning strategies	Drop and stops evidence teachers using targeted questioning effectively.	Support in place for teacher's identified on 'SSS'	What impact does targeted questioning have on wellbeing?
	Provide DC with learning opportunities outside of school.	Videos uploaded to website SLT Half Termly	No progress gap and attainment gap closing in RWM. Videos are popular with parents-average views = 365 Videos need to show progression of skills across the school and target gaps	DC videos easily accessible for staff, children and parents Create list of suggested coverage based on common DC gaps	Monitor viewings Collect parent voice via parent mail.	Compare number of DC accessing home learning to Non DC accessing additional home learning.	Do videos evidence progression of skills?
	To ensure homework opportunities are provided for every year group.	Breaktime/ lunchtime club LB / SLT Daily	Increasing number of DC accessing home learning at home – Aut. 78% Spring 90%. 6 children are still not accessing home leaning despite targeting. These children need access to daily home learning opportunities in school.	All DC not completing home learning to complete 5 mins of spelling or TTRs (alternating days) 4 x per week.	Invite parents/ community in to act as reading role models	Parents contacted when children are red for home learning during assertive mentoring	Is technology a barrier for DC?

To increase % of children working at greater depth in writing.	To ensure spelling lessons are effective and high prior DC's progress in spellings is at least in line with Non DC.	Monitoring spelling data LB/SL Half termly Share common DC spelling gaps LB Termly	No progress gap in writing and attainment gap is closing. Some DC are not practising spellings well enough at home so they have gaps in statutory words. Track spelling scores and ensure gaps are re-taught. Children need opportunities to practise stat words in school.	Spelling learning walk across the school to identify teachers in need of support. QLAs to ensure children are not given words that they can already spell.	Team teaching of spelling for teachers identified on 'SSS' All teachers tracking spelling scores and re-teaching spellings to close gaps	Staff meeting time given to share good practise in spelling. English learning walks to focus on spelling opportunities in English lessons.	How do we accelerate the progress of low priors to ensure all statutory words are covered?
	To ensure writers are challenged in all lessons	Drop and stops SLT Half termly	19% DC achieved GDS in writing 2019 compared to 0% 2018. 3% of DC achieved GDS at KS1 so progress in writing needs accelerating. Many children are 'hugging' model text in T4W. Greater stretch in writing lessons with an increased focus on moving children away from constraints of model texts.	Time in staff meetings dedicated to GDS writers English learning walks focus on stretch for higher priors.	Team teaching opportunities to improve English teaching	Project book scrutiny focusing on writing opportunities in foundation subjects.	Are GDS writers hugging the model text?
To improve DC's self-esteem and motivation.	To provide termly rewards for attending tuition. E.g. extra tech time, opportunities to share learning.	Ensure resources are in school LB Termly	Greater number of children attending tuition than in previous years (2020 - 72%). The same children do not attend tuition year on year. This is mostly due to children's reluctance to stay after school. Adults teaching tuition from own year groups to ensure relationships are strong and tuition is able to target gaps from lessons in class.	Research cost effective rewards related to Winter, Easter and Summer activities	Gain feedback from tuition staff	Collect pupil voice Evaluate impact of rewards on tuition attendance	Is tuition attendance improving?
	To ensure all DC are given VIP or FAB Friday and a responsibility whilst at SEJ.	Track DC rewards and responsibilities LB Half termly	Pupil voice 2020 - rewards and responsibilities valued by all. Some DC leave without having had a significant responsibility. Robust tracking in place to increase opportunities for DC.	Create/share document on shared drive for teachers to track DC rewards and responsibilities	Children with low self-esteem targeted for greater responsibilities	Collect pupil voice and evaluate impact on self esteem	Is it fair to give all DC responsibility?

			Ensure all children have an opportunity to take on a significant responsibility and VIP when possible.				
£100	To provide opportunities for DC to take pride in appearance.	Identify pupils in needs LB/LG Ongoing	A small number of DC are not ready to learn due to poor hygiene. Some children are missing PE due to lost kit, which parents cannot afford to replace. Offer opportunities for children to promote good hygiene and ensure PE kit is accessible when needed.	Source spare PE Kits/ wash kits to keep in school for specific chn.	Collect pupil/staff voice	Evaluate impact and adapt resources to cater for individual needs	How are we encouraging independence and pride?
£100	To ensure all DC have access to a healthy snack.	Stock of long life snack bars kept in school. LB Termly	Some DC are not given breakfast or snacks; as a result, they struggle to engage in core learning. Healthy snack available for DC in need.	Inform staff of provision and protocol. Ensure children in need are monitored closely and parents are informed.	Ensure children in need are monitored closely and parents are informed.	Ensure children in need are monitored closely and parents are informed.	How do we target children?
Priority 2	To enrich the lives of disadvantaged children						
To improve children's vocabulary and widen their experiences £2500	To provide enrichment opportunities for DC to access at home.	All DC provided with enrichment opportunity. LB/LG Half termly	No progress gap in RWM and attainment gap is closing. Majority of DC do not get enriching opportunities that other children get. These opportunities are needed to widen their vocabulary. Provide resources to increase likelihood of DC engaging in vocabulary rich activities at home. Link these to projects where possible to improve vocabulary before project begins.	GM corridor to celebrate the achievements of DC Vocabulary club at lunchtimes to target DC not accessing enrichment tasks at home	Enrichment opportunities link to past topics to revisit learning Mentoring form to include record of enrichment at home	Collect parent and pupil voice on enrichment activities Evaluate and adapt activities provided	Is enrichment reflected in DC project books? Is vocabulary gap closing?

	To target all DC to attend at least one club a year once clubs resume.	Monitor DC club attendance LB Half termly	33% (Mar 2020) DC attend a school club other than tuition Although DC are priority for clubs, 67% (March 2020) have not applied to attend any school club other than tuition. Pupil voice to identify club preference. DC prioritised to gain a place. Letters to target DC attendance.	Create document for DC club attendance on shared drive. DC pupil voice on clubs.	Create club invite letters for target children Mentoring to include club attendance record and discussion	Meet 1:1 with DC not attending any clubs to ensure barriers are removed as much as possible	Is infant and junior pick up times a barrier?
Priority 3	To improve staff and governor knowledge of PP						
To ensure leaders including governors understand DC data and strategies to close gaps.	To meet with leaders to share data and discuss strategies for closing gaps.	Arrange meetings each term. LB/ SLT Termly	100% of staff feel confident to discuss DC data for children in their class. Mar 2020 staff voice. 50% of leaders feel confident with DC data for subject. Subject on a page to include DC data for RWM. Increase DC governor role in school.	LB meet with PP gov to discuss strategies and schedule 3 meetings a year. Meet with subject leaders to add DC data to subject map.	Review of subject leader's knowledge. Relevant training and support in place. Review common DC gaps and evaluate strategies	Share further strategies for closing DC gap in staff meetings. Network to identify different strategies for closing gaps.	Are leaders aware of their role in closing gaps?
Additional details							
Further information can be found on our website: www.southend-junior.com The Admin Centre >Premiums> Essential information							