



Pupil premium strategy statement Field Junior School 2019-2020

1. Summary information					
School	Field Junior School				
Academic Year	2019-2020	Total PPG budget (provisional)*	64650*	Dates for reviews	January 2020 April 2020 July 2020
Total number of pupils	265	Number of pupils eligible for PPG	52		

*(Potential clawback for 1-2 reduction in PPG No.)

2. Barriers to future attainment (for pupils eligible for PPG, including high ability)	
A.	Disadvantage is compounded by SEND and/or EAL.
B.	Weak expressive language skills
C.	Gaps in early learning
D.	Complex family issues including relationships, housing and financial limitations. This reduces access to extra-curricular and enrichment activities; social and emotional issues linked to complex needs.
E.	Low aspiration and expectation from some families which leads to poor parental engagement. Some of these families also have limited access to rich language experiences and reduced literacy and numeracy skills.
F.	Attendance for a small number of PPG children.

3. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Increased reading progress for children eligible for PP who are also recognised as having SEND.	Pupils eligible for PP that are also recognised as having SEND will make increased progress by the end of the year so that the gap between them and their peers is reduced.
Attendance, for the small group of children eligible for PP, will improve and be in line with the target of 96%.	Attendance data will highlight that the children concerned will have an increased attendance rate.
Families will feel supported by the school and have access to relevant services resulting in increased engagement with their child's learning.	More families will have access to the relevant support, attend workshops run by school staff and external professional support will be in place. Parents will have a good understanding of strategies to support their children's learning profile and social, emotional wellbeing.
Children will have access to quality teaching, resources, support and enrichment activities which support learning, language development, pastoral needs, social and emotional needs and foster a sense of belonging and community. This may include personalised provision for some children eligible for PP.	Children will have equal access to quality enrichment activities within the school environment resulting in enriched language and school engagement. This will also impact on the children's progress. More detailed monitoring of pastoral provision highlights positive impact on children's social, emotional wellbeing.
High and middle achieving vulnerable children at KS1 need to make increased progress and attainment across all subjects.	Children will make continued progress so that attainment is consistent year on year; by the end of the key stage pupils will make the expected progress steps and attainment linked to entry data.
Increased language enrichment opportunities will impact on children's understanding of texts read and will impact on vocabulary in writing.	Children will have a greater understanding of language being read and pupils eligible for PP will make increased progress by the end of the year.

PLANNED PROVISION:

**** QUALITY FIRST TEACHING ****

At Field Junior School we believe that the most important part of any child's education is quality first class teaching and as such this will always be the priority for all of our learners. We believe that this will be achieved through the rigorous monitoring that is in place within our school and the high standards that all of our teaching and support staff set for the children in our school. Our support staff are used to primarily support class based learning and are directed by the class teacher who has a thorough understanding of their classes learning profile. We strongly believe that each child has individual strengths and approaches to learning and as such we aim to provide the best possible for each child regardless of background, ethnicity, gender or learning profile. We view all provision on an individual basis and will place relevant support for each child aiming to bridge gaps at the point of them arising. For this reason we have fluidity to many of the provisions in place. Children will access support for focus areas, as identified by the class teacher, for the shortest time possible in order to move learning on swiftly. We also follow the principles of Maslow's Hierarchy of Need and as such the children's emotional wellbeing is key to all that we do. If children are experiencing difficulties or trauma, of any level, then this will be supported in order to maintain personal, social, emotional and academic progress. This information will link in heavily with the further provision listed below.

<u>Outcome</u>	<u>Action and planned impact</u>	<u>Actual Impact</u>	<u>Cost</u>
Increased reading progress for children eligible for PP who are also recognised as having SEND. High and middle achieving vulnerable children at KS1 need to make increased progress and attainment across all subjects.	Continue to increase reading resources for reading scheme to maximise interest levels in all children. Resources selected based upon external professional advice and current research. Sharing of resources with all staff and training where relevant. Class teachers will use the resources to move learning on during class and group sessions. They will use their assessments to bridge gaps in learning. Reading comprehension tasks suited to children with SEND that extend reading skills further. All teachers to deliver their own GR sessions. Book scrutiny will highlight the resources are being used and extending children's comprehension skills. Personalised reading resources for individual children linked to external professional advice.		

<p>Increased language enrichment opportunities will impact on children's understanding of texts read and will impact on vocabulary in writing.</p>	<p>Reading book club to foster reading for pleasure.</p> <p>Friday assembly "reading to" groups.</p> <p>Promotion of talking books and frequency being used. Follow up work from school to ensure effective use for those with limited language opportunities at home.</p> <p>Higher order reading skills support through focused homework. Monitor vulnerable groups completion and provision required to ensure done (i.e. teacher homework support).</p> <p>Before school and after school reading groups to support children's comprehension. Attendance at the reading to group will be monitored to monitor full impact. Families will be contacted when concerns of attendance arise. Class teachers to liaise with morning reading TA to ensure progression and link with class guided reading where possible.</p> <p>Data (of progress and attainment ½ termly) will highlight children are making progress which will impact on attainment. PPM termly to identify and discuss needs of PPG children and actions put in place.</p> <p>Word Aware training completed by MW. Word Aware strategies implemented in class of MW to identify impact on language skills before disseminating to other year 3 classes and then whole school. Language of children will be developed and a greater understanding of texts read will be seen, increasing reading progress.</p>		<p>18,040</p>
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<p>Increased reading progress for children eligible for PP who are also recognised as having SEND.</p> <p>Children will have access to quality teaching, resources, support and enrichment activities which support learning, language development, pastoral needs, social and emotional needs and foster a sense of belonging and community. This may include personalised provision for some children eligible for PP.</p> <p>High and middle achieving vulnerable children at KS1 need to make increased progress and attainment across all subjects.</p> <p>Increased language enrichment opportunities will impact on children's understanding of texts read and will impact on vocabulary in writing.</p>	<p>GAPS work linked to the class learning in English and maths.</p> <ul style="list-style-type: none"> • Communication books for GAPS work. Regular monitoring of these books by class teachers and SLT to ensure learning is bridged. • Class teachers and support staff are aware of vulnerable children. • Half termly data analysis by teachers and SLT. <p>All staff using provision documents and teachers taking full ownership of planning, implementing and monitoring interventions in an effective and manageable way.</p> <ul style="list-style-type: none"> • Files to be set up to ensure effective communication between staff and evidence keeping. • INCo to monitor files regularly and feedback to staff. • Book looks to monitor provision in place and links to class provision/progression by INCo. <p>PPM termly following data analysis-children and objectives to be covered identified and interventions put in place. Book scrutiny to include PPG children.</p> <p>Targeted staffing-INCo, year 6 boosters, translators, first language work, additional teaching staff in year 3 first 2 weeks for assessments, early assessments on entry year 3 (maths) INCo and deputy.</p>		
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	<p>INCo will be trained in all areas of SEND to ensure they are up to date on available support for all.</p> <ul style="list-style-type: none">• INCo to attend SEN cluster groups.• INCo to attend SEN updates from County.• INCo to liaise with external professional staff.• Class teachers link with INCo to maximise learning opportunities. <p>INCo to oversee provision, complete parent workshops (prep and delivery), complete book scrutiny, training with support staff, complete EHCM documentation, attend and lead TAF meetings, conduct pupil progress meetings with staff, liaise with vulnerable parents and families, lead and manage EHM. (Equivalent of 1 day per week over the academic year.)</p> <p>Purchasing of resources for interventions to maximise learning and create personalised learning. Book looks will highlight the use and impact of them.</p> <p>Training and delivery of identified interventions to include:</p> <ul style="list-style-type: none">*Protective behaviours Level 1*Drawing and Talking Therapy*Further revision of cooking and nurture groups**Lego talk*Lego pastoral support*Yoga*Book club*Maths manipulatives*Maths and English gaps groups*Before and after school		
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	<p>interventions</p> <ul style="list-style-type: none"> *Skate park spelling <p>Staff training to include:</p> <ul style="list-style-type: none"> *STEPS training *Mental health level 1 *Mental health first aid *Word Aware *NQT support *Using Target Tracker *Boxall profile *BARIC assessment for children working below TT. *Attachment and Trauma (Virtual Schools). 		26284
<p>Children will have access to quality teaching, resources, support and enrichment activities which support learning, language development, pastoral needs, social and emotional needs and foster a sense of belonging and community. This may include personalised provision for some children eligible for PP.</p>	<p>Enrichment activities to include:</p> <ul style="list-style-type: none"> ● First Access Violin-year 3 weekly ● Theatre events for exposure to the arts ● Lion King musical (London) ● Shakespeare company visit ● Whole school visit to local theatre for Pantomime <p>Monitor the children selected for such events to ensure those vulnerable children have equal access.</p> <p>Pupil voice to identify views on enrichment opportunities and where possible implement children's views.</p> <p>Monitor impact on numbers taking up musical instruments after year 3. Monitor numbers of PPG taking up musical instruments vs. non PPG.</p>		

	<p>Personalised provision to ensure even access to all curriculum life. This may include:</p> <ul style="list-style-type: none"> *clubs *residential activities/non-residential activities *Music lessons *Day trips *Personalised academic provision as required. <ul style="list-style-type: none"> • SLT to monitor vulnerable groups accessing wide range of events. • Personalised learning to be set up where required in conjunction with external professionals and families. INCo to monitor and create in partnership with class teachers. • Impact monitored for key children through Boxall profile. • Data analysis to monitor impact on academic achievement. 		10545
<p>Children will have access to quality teaching, resources, support and enrichment activities which support learning, language development, pastoral needs, social and emotional needs and foster a sense of belonging and community. This may include personalised provision for some children eligible for PP.</p> <p>Families will feel supported by the school and have access to</p>	<p>Extension of Boxall profile monitoring-changes to pastoral support in place based on profiles, links with further external professionals.</p> <p>Children to be accessing drawing and talking therapy will be able to have a further outlet for their emotions. Regular meetings with pastoral support staff will ensure provision matches needs and relevant external professionals are referred to.</p> <p>Access to external professional support for pastoral needs including play therapy, family worker and educational psychologist will give children an outlet to explore their thoughts and feelings helping them to engage with their learning and life.</p>		

<p>relevant services resulting in increased engagement with their child's learning.</p> <p>Attendance, for the small group of children eligible for PP, will improve and be in line with the target of 96.5%.</p>	<p>Family support worker will engage with families to explore concerns around housing, finances, food, clothing, attendance and will liaise with the outcome of increased parental engagement, attendance, improved living situations and access to relevant external professional support for the whole family. Close work with the INCo/head teacher will enable concerns to be addressed swiftly.</p> <p>Attendance will be monitored ½ termly and concerns discussed with the AIO.</p> <p>Families will have access to the school's workshops focusing on reading, time/times tables, maths games to play at home, mental health. They will be able to understand school practices and expectations of the NC; they will have increased confidence on how to support children in the home and the high expectations of the national curriculum. Further workshops will be planned based on parent feedback.</p> <p>Translation services will be used to support children and families in meetings/first language assessments to ensure equal access for all.</p>		<p>6950</p>
		Total	61819

Data for 2019-2020:

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Lessons learnt and next steps:

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