

Pupil Premium Strategy Sep 2020 - Sep 2023

School overview									
School name		Shirley Junior School		Percentage PP pupils		20%		Publish date	September 2020
Pupil premium lead		Jo Tearle		Governor lead		Alex Woodgate-Jones		Review date	Annually, ending July 2023
Funding Summary: Year 1 2020-21					Funding estimate: Year 2 21-22		Year 3: 22-23		
Total number of pupils: 360	PPG received per pupil	£1345	Indicative PPG as advised in School Budget Statement		Estimated pupil numbers	360	Estimated pupil numbers	360	
	N ^o pupils eligible for PPG	68	Actual PPG Budget	£78,940	Estimated n ^o eligible for PPG	70	Estimated n ^o eligible PPG	72	
					Estimated funding	£88355	Estimated funding	£90,000	

The Pupil Premium Grant

The Pupil Premium Grant (PPG) is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2013, funding was extended to include pupils who have been eligible for free school meals within the past 6 years (EV6). Pupil Premium Plus is paid for pupils who were previously Looked After. It is up to schools to decide how the Pupil Premium is spent, since they are best placed to assess what their pupils need in terms of additional provision. However, schools are accountable for the Pupil Premium and details of how the money is spent must be published on the school's website.

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a 3-year long-term strategy. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and with improving readiness to learn. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. The pupil premium grant (PPG) is used to ensure that every child receives the best possible quality of education and achieves the highest possible standards.

Areas of Focus in order to ensure future attainment at Shirley Junior School

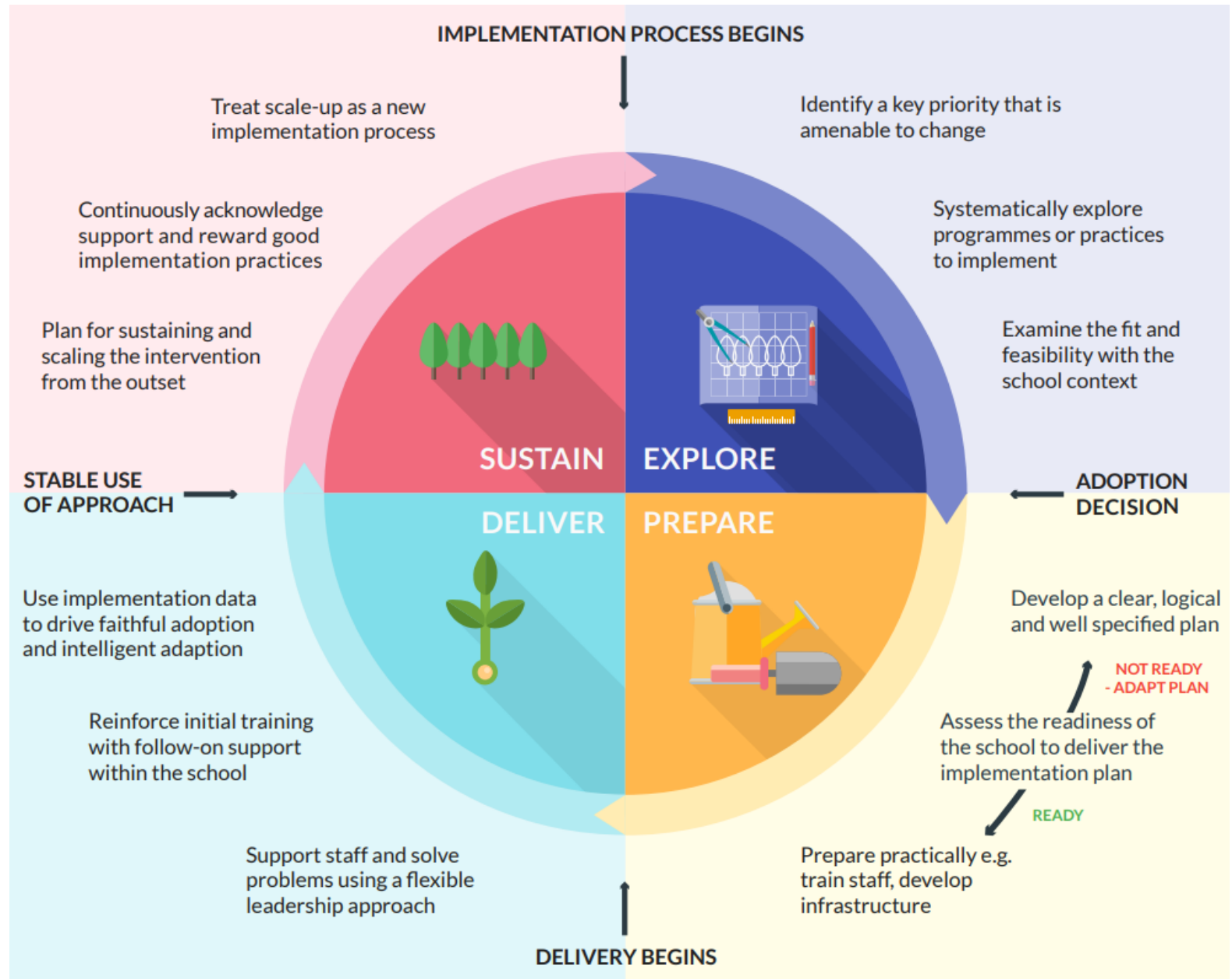
Academic areas of focus	Non-academic areas of focus
<ul style="list-style-type: none"> • Provision of enriching cultural experiences (creating stimulus for learning and ability to make links in learning). • Knowledge and skill of Teaching Assistants to question and challenge children effectively • Accountability of teachers for progress of off-track disadvantaged children in the first instance • Development of basic skills on entry to school • Development of reading skills and provision of support for reading. 	<ul style="list-style-type: none"> • Teachers' understanding of attachment and awareness of effective strategies for responding to behavioural communication, so that children who arrive at school burdened by intense feelings are helped to regulate these. • Children's emotional regulation • Children's mental health and wellbeing, • Family engagement with school • Attendance: Unpicking the factors affecting attendance and providing support to overcome these

Our PP priorities for the next 3 years

- Further develop Quality of Teaching through ensuring AFL and feedback are effective.
- Develop staff understanding and skills in implementing **metacognition and self-regulated learning** approaches, as well as cognitive science evidenced approaches to aid long term memory retention
- Develop TA understanding of pedagogy including questioning and scaffolding support
- Raise the attainment of disadvantaged pupils to be at least in line with attainment nationally, particularly in Maths, through pre-teaching, catch up and interventions.
- Develop the accountability of individual teachers and middle and subject leaders for progress of disadvantaged children, through Action Plans
- Develop an attachment-based vision and behaviour approach that addresses on-academic barriers to attainment, especially well-being and behaviour, so that engagement and relationship needs of PP children are met
- Develop and increase engagement with disadvantaged families

Implementation process

In line with evidence about effective implementation, we believe in selecting a small number of priorities and pursuing them with diligence to give them the best chance of success. Our school development planning is rooted in evidence-informed practice; using robust evidence alongside professional expertise to make decisions. We engage in regular in-school monitoring and an annual Pupil Premium review with colleagues from The Jeffries Educational Partnership to ensure our approach is effective (adapting provision, ceasing or amending interventions that are not having the intended impact). In order to do this we use the EEF-recommended Explore, Prepare, Deliver, Sustain approach:



Review process

A Pupil Premium Review will take place each year, with a colleague from the MAT. We will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for any off-track pupils in receipt of the PPG and their progress towards achieving these targets is analysed every half term. Progress is also analysed every term at Pupil Progress Meetings (with the SLT, SENCo and year group teachers), and prior to this teachers identify the gaps and unpick the barriers for any off-track children and decide on the next steps.

Throughout the year, in monitoring activities such as Learning Walks, Deep Dives, Book Scrutinies and Quality Assurance, there is a focus on the progress, quality of work and attainment of pupils in receipt of PPG. This is also a focus in Performance Management. Once the three years have been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to new guidance and evidence of best practice that becomes available.

The headteacher is responsible for ensuring that the pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions. The school publishes its strategy for using the pupil premium on the school website. The school publishes a link to the school and college performance tables and the schools' performance tables page on the school website

Evaluating Impact

Evaluation is fundamental to continuous improvement and to building a solid evidence base that will enable the plan to impact on pupils.

When evaluating impact, do:	When evaluating impact, don't:
<ul style="list-style-type: none">- Focus on whether activity has been successful, and in what circumstances.- Look for evidence of impact on pupil outcomes- Put in place a robust evaluation framework at the start of the strategy.- Ensure that the evaluation framework is transparent.- Report on progress against that framework- Judge our success based on outcomes for pupils, not institutions- Measure success based on outcomes for disadvantaged and vulnerable learners.	<ul style="list-style-type: none">- Base evaluation of improvement on the weakest datasets, in order to can claim credit for any small improvements.- Base evaluation of improvement on the reactions of those delivering the plan.- Base evaluation of improvement on selected schools that were the most enthusiastic about the plan.- Use vague outcome measures from the start, making success easier to claim.- Use one set of favourable data or ignore any negative findings.- Use sets of data that avoid focusing on pupil learning outcomes.

Action	1. Further develop Q of T where needed, with training, coaching and on-going support for identified staff, to ensure AFL and feedback is effective in enabling off-track children to catch up		Area of Imp.	Quality of teaching
			Led by	Headteacher, English and Maths Leads
Intended outcomes	<ul style="list-style-type: none"> Increased proportions of pupils in receipt of PPG achieving or exceeding age-related expectations. Teachers use AFL effectively so that misconceptions and gaps are picked up early and addressed. Feedback addresses gaps and misconceptions and moves learning on 		Success Criteria	<ul style="list-style-type: none"> Data for pupils in receipt of PPG is in line with national for ARE and GD at end of Year 6. Monitoring shows AFL and feedback embedded in all classrooms
Implementation (Steps)	Year 1	Year 2	Year 3	
	<p>Ensure teachers have a toolkit of AFL and feedback strategies to use, and knowledge of why these are so important:</p> <ul style="list-style-type: none"> InSET – AFL 2hr session for teachers Google classroom PDM on feedback <p>Ensure there is an expectation that these strategies are used in lessons:</p> <ul style="list-style-type: none"> AFL forms part of performance management, to be evidenced by Google classrooms and lesson observations Summer term: DHT coach PLs to support CTs in effective AFL with off-track children <p>Modify maths planning format to include space to identify common misconceptions and plan to correct them</p>	<p>Ensure teachers' feedback moves learning on:</p> <ul style="list-style-type: none"> Recap feedback policy Monitor its use Identify teachers who need support to meet our expectations Put this support in place through PL/YL <p>Monitor use of AFL PL provide further coaching in AFL as needed</p>		
Annual impact Notes and review	<p>Annual review notes, 2020-21:</p> <ul style="list-style-type: none"> Covid-19 pandemic and associated school closures and blended learning means that there was limited time for DHT to coach PLs to support CTS. Maths planning format changed to highlight the need for common misconceptions to be identified prior to teaching, and addressed through modelling <p>The outcome of this action is: At expectations</p>	<p>Annual review notes, 2021-22:</p> <p>The outcome of this action is:</p>	<p>Annual review notes, 2022-23:</p> <p>The outcome of this action is:</p>	
Expenditure	Year 1	Year 2	Year 3	
	Anticipated: £9,750 Actual: £5,750	Expenditure is anticipated to decrease £	Expenditure is anticipated to £	

Action	2. Develop staff understanding and skills in implementing metacognition and self-regulated learning approaches, as well as cognitive science evidenced approaches to aid long term memory retention		Area of Improvement	Quality of teaching
			Led by	DHT, AHT
Intended outcomes	<ul style="list-style-type: none"> Teachers model metacognitive talk when talking with children about their learning Children know and use metacognitive strategies Learning is embedded effectively as a result 		Success Criteria	<ul style="list-style-type: none"> Planning shows metacognitive strategies implemented in lessons Learning walks show metacognitive talk evident in classrooms
Implementation (Steps)	Year 1	Year 2	Year 3	
	<ul style="list-style-type: none"> INSET covering AFL including a section on Metacognition and strategies for this Trial of teaching metacognitive strategies in Y4 Maths PDM training teachers in how and why to return to prior concepts at regular, increasing intervals Learning pit image included in 2021/22 planners 	<ul style="list-style-type: none"> Train staff in what metacognition is and how to build it into lessons and teach it Train staff in planning in time to share Project front sheets, and the impact of this Learning pit displayed in classrooms and referred to Self- and peer-assessment explored and trialled – pockets of good practice expanded 	<ul style="list-style-type: none"> Design a SJS metacognition approach using Thinking/Saying/Doing/Feeling quadrants for teachers and pupils, in collaboration with staff Develop a shared language for metacognitive strategies Hold a workshop for parents 	
Annual impact notes	<p>Annual review notes, 2020-21: All steps were achieved. The addition of ‘Use it or Lose it’ Maths sessions has been particularly well received by staff, with children able to articulate why they are helpful.</p> <p>The outcome of this action is: At expectations</p>	<p>Annual review notes, 2021-22:</p> <p>The outcome of this action is:</p>	<p>Annual review notes, 2022-23:</p> <p>The outcome of this action is:</p>	
Expenditure	Anticipated expenditure Year 1	Year 2 Expenditure anticipated to stay level	Year 3 Expenditure is anticipated to	
	Anticipated: £1,250 Actual: £1250	£	£	

Action	Maintain, document and review: PP Pen Portraits Action Plans for focus PP children, which have short-term targets and are regularly updated and monitored	Area of Improvement	Targeted Academic Support
		Led by	Phase leaders
Intended outcomes	<ul style="list-style-type: none"> Pen Portraits: All pertinent information about PP children is kept on a central document, so that previous provision - and the impact of this - can be seen, and important information is not lost Action Plans: Children make steady progress at an appropriate level with targets that build steadily 	Success Criteria	<ul style="list-style-type: none"> Small steps goals are written Action plan and outcomes show small step targets being met
Implementation (Steps)	Year 1	Year 2	Year 3
	Maintain interventions for selected children Review impact and modify for the next year accordingly		
Annual impact notes	Annual review notes, 2020-21: <ul style="list-style-type: none"> Pen Portraits were becoming cumbersome and something that teachers spent time doing without having the intended impact – or did not find time to do - so PP Action Plans were introduced half way through the year. Pen Portraits will still be used by the PP lead to keep important information about the child in one place Action Plans allowed teachers to design small step targets and track these steps of progress The outcome of this action is: at expectations	Annual review notes, 2021-22: The outcome of this action is:	Annual review notes, 2022-23: The outcome of this action is:
Expenditure	Year 1	Year 2 Expenditure is anticipated to stay level	Year 3 Expenditure is anticipated to
	Anticipated: £ 2500 Actual: £2500	£	£

Action	3. Develop TA understanding of pedagogy through regular sessions delivered through the structure of an online course and supplemented with bespoke contents		Area of Improvement	Targeted Academic Support
			Led by	Inclusion lead
Intended outcomes	<ul style="list-style-type: none"> TAs have a clear understanding of pedagogy PP/SEN pupils are able to be successful at their learning when working independently PP/SEN pupils understand what they are learning and how they have improved 		Success Criteria	<ul style="list-style-type: none"> Effective TA support within classrooms develops children's independence PP/SEN pupils make progress in line with trust expectations TAs can articulate the best ways to increase pupils' independence
Implementation (Steps)	Year 1	Year 2	Year 3	
	<ul style="list-style-type: none"> Alongside Inclusion Lead, explore the gaps in skills and decide what needs to be in the training Source content including considering online training or providing our own Ascertain which existing TAs have these skills and could teach colleagues 	<ul style="list-style-type: none"> TAs, DHT and SENCo to do 3 days of training from Hamwic – dates and cost TBC TA leaning communities/triads to monitor targets? Monitor and embed – how?? 	<ul style="list-style-type: none"> Succession planning: decide how to keep skills current and train up new TAs (SENCo induction?) Develop TA teaching standards passport that they can use to track development? Pupils named on TA performance management? 	
Annual impact notes	<p>Annual review notes, 2020-21: After deciding what we wanted to include, we discovered that HAMWIC are developing TA training that would meet all of our needs so we are signing up for this.</p> <p>The outcome of this action is: above expectations</p>	<p>Annual review notes, 2021-22:</p> <p>The outcome of this action is:</p>	<p>Annual review notes, 2022-23:</p> <p>The outcome of this action is:</p>	
Anticipated expenditure	Year 1	Year 2	Year 3	
	Anticipated: £ 2,000 Actual: £2,000	Expenditure is anticipated to increase £ TBC Hamwic TA development training	Expenditure is anticipated to £	

Action	Maintain, document and review: Structured interventions: English: Reading Plus, Reading Planet, bespoke phonics intervention groups (RWI) Maths: Doodle Maths , Third Space Learning Termly progress reviews to monitor progress and identify off-track children		Area of Improvement	Targeted Academic Support
			Led by	Phase leaders
Intended outcomes	<ul style="list-style-type: none"> Off-track children catch up with their peers 		Success Criteria	<ul style="list-style-type: none"> Insight shows gaps being filled Unsuccessful provision not repeated 80% of children on interventions make progress as a result of the intervention
Implementation (Steps)	Year 1		Year 2	
	Maintain interventions for selected children. Review impact and modify for the next year accordingly			
Annual impact notes	<p>Annual review notes, 2020-21:</p> <ul style="list-style-type: none"> A consistent impact of Doodle Maths was not evident so this will be discontinued next year. Third Space Learning had the biggest impact on girls in Y4 and Y5. Next year it will be used in Y4, Y5 and Y6 mainly for girls but will be financed from the CatchUp PP budget. Reading Plus had a big positive impact Reading Planet enabled teachers to closely track children's reading progress Dandelion Reading books? A new system for tracking the impact of interventions was investigated and purchased (Provision Mapper) – financed from the Licensing budget <p>The outcome of this action is above expectations</p>	<p>Annual review notes, 2021-22:</p> <p>The outcome of this action is:</p>	<p>Annual review notes, 2022-23:</p> <p>The outcome of this action is:</p>	
Expenditure	Year 1		Year 2 Expenditure is anticipated to increase	
	Anticipated: £13,870 Actual: £13,870		£	
			Year 3 Expenditure is anticipated to stay level	
			£	

Action	4. Develop and refine an attachment-based vision and behaviour approach so that relationships are prioritized, behaviours are seen as communication, and children are helped to 'give back' in some way rather than having 'consequences' as a deterrent, and so that engagement and relationship needs of PP children are met (<i>links with SDP</i>)		Area of Improvement	Wider strategies
			Led by	DHT, Inclusions Lead
Intended outcomes	<ul style="list-style-type: none"> All children are able to engage with learning because challenging feelings are reduced Adults respond to unhelpful behaviour in a way that builds attachment so children remain able to focus Children are empowered to take account of others and proactively solve problems through collaborative conversations, where they contribute to finding a solution. Use of the Graduated Behaviour approach leads to fewer red cards and conflicts 		Success Criteria	<ul style="list-style-type: none"> Pupil surveys show children feel that their teachers are interested in their concerns and take these into account Zones of Regulation in use in every classroom Staff and parent surveys show that all stakeholders feel relationships have improved and children feel happier
Implementation (Steps)	Year 1	Year 2	Year 3	
	Develop our vision and communicate this to stakeholders: <ul style="list-style-type: none"> Research attachment and approaches that recognise behaviour as communication Survey staff and parents about our existing behaviour ladders Write a draft emotional wellbeing vision Create a flowchart to visualise the processes and to help teachers respond constructively to behaviour Introduce the change at parent forum and explain rationale Introduce the change to governors Reading task for staff: 'Tear Down your Behaviour Chart' Deliver InSET training to introduce the vision and new approach 	Further training for all staff: <ul style="list-style-type: none"> Zones of Regulation CPS for ongoing behavioural challenges – the process, and drilling questions Learning walks to monitor uptake/application of these Half-termly 'Book Blub' style PDM for teachers and TAs (separately) using Paul Dix book Expect staff to embed these strategies: <ul style="list-style-type: none"> Performance management target Support members of staff who are finding the change difficult, through conversations, mentoring and coaching – PP budget to pay for cover so time is protected for this Start to add to the behaviour policy Introduce the new strategies to children in year group assemblies Monitor parent response through Parent Forum Monitor children's response through pupil interviews	Refine our approach based on our monitoring and interviews Finalise the vision and communicate to stakeholders: <ul style="list-style-type: none"> Add to prospectus, planners and website Include explanations of ZoR and CPS Offer parent workshops Repeat the survey for staff and parents Finalise a new behaviour policy	
Annual impact notes	Annual review notes, 2020-21: All steps completed. InSET positively received by Junior staff; surveys during the training showed their willingness to use these strategies. The outcome of this action is: Above expectations	Annual review notes, 2021-22: The outcome of this action is:	Annual review notes, 2022-23: The outcome of this action is:	
Expenditure	Year 1	Year 2	Year 3	
	Anticipated: £4,460 Actual: £4,460	Expenditure is anticipated to: Increase £	Expenditure is anticipated to: £	

Action	5. Develop and increase engagement with disadvantaged families , including implementing Round Table Conversations with families of focus children; continue to develop the Family Support Worker and HLTA roles to assist families we are struggling to reach, with engagement, communication and attendance.		Area of Improvement	Wider strategies
Intended outcomes	<ul style="list-style-type: none"> • All disadvantaged families engage with school in some way and are involved in some way with their children's learning • Structured Conversations enable teachers and parents to work together to ensure focus children have aspirations and make progress in line with their peers 		Led by	DHT
Implementation (Steps)	<p style="text-align: center;">Year 1</p> <p>Research ways to engage families better:</p> <ul style="list-style-type: none"> • Read EEF report, other publications and books • Virtual training <p>Talk with some teachers about the idea of structured conversations to gain their thoughts</p> <p>Survey incoming Year 3 parents to seek their views on their children's barriers to learning</p> <p>Unpick barriers to attendance:</p> <ul style="list-style-type: none"> • Attendance issues flagged at fortnightly vulnerable children meeting • Attendance lead to communicate more quickly when attendance slips • Meetings arranged with parents to explore and resolve the issues they are facing <p>Run the 'Hard to Reach' project to engage disadvantaged children and give them a voice in how the class learns</p>	<p style="text-align: center;">Year 2</p> <p>Survey all parents on how they would prefer to engage with the school</p> <p>Develop teachers' understanding of the importance of attendance and their role in monitoring this</p> <p>Work out process and logistics of Round Table Conversations</p> <ul style="list-style-type: none"> • Work out how cover can be provided • Write a structure/timeline of the meeting • Develop a recording pro-forma that can be copied and signed by all <p>July 2022: SLT call to incoming Y2 families known to find it hard to engage with school, to get to know them and personally invite them to the 2022/3 new Y3 parents' coffee morning</p> <p>Consider ways to develop some TA roles to include parental interaction and workshops</p> <p>Set up workshops for invited parents run by HLTAs, to help them support their children at home – reading, maths, SPAG?</p>	<p style="text-align: center;">Year 3</p> <p>Develop staff understanding of SCs:</p> <ul style="list-style-type: none"> • Train Year 3 staff in how to run one <p>Use SCs with 2-4 focus families per Y3 class at parents evening</p> <p>Evaluate successes and challenges:</p> <ul style="list-style-type: none"> • Meet staff after first parents evening to reflect and make necessary changes • Call parents to seek their feedback • Monitor impact at Pupil Progress meetings 	
Annual impact notes	<p>Annual review notes, 2020-21:</p> <ul style="list-style-type: none"> • Attendance lead alongside DHT or FSW has held several attendance meetings which have had successful outcomes. One barrier that came up was a lack of teacher attention for the child so the parents did not trust the school. Another was a 	<p>Annual review notes, 2021-22:</p>	<p>Annual review notes, 2022-23:</p>	

	<p>need for more support which has been provided by FSW</p> <ul style="list-style-type: none"> • Fortnightly Vulnerable Children meetings allowed triangulation of information and data from FSW, SLT, SEN, PP lead and attendance so that no issues slipped through the cracks. • Teachers consulted are on board with the idea of structured conversations • MHST training in –place to support parents of anxious children <p>The outcome of this action is: above expectations</p>	<p>The outcome of this action is:</p>	<p>The outcome of this action is:</p>
Expenditure	Year 1	Year 2 Expenditure is anticipated to	Year 3 Expenditure is anticipated to
	Anticipated: £ 8,500 Actual: £10,000	£	£

Action	Maintain, document and review: Expansion of Cultural Capital: project-specific pre-teaching/enrichment opportunities; increase access to trips; additional extra-curricular provision.		Area of Improvement	Wider strategies
			Led by	AHT/Phase leaders
Intended outcomes	<ul style="list-style-type: none"> Better vocabulary, a better base of experience to inform their learning and writing, an improved ability to access their learning Children are able to attend residential trips so that they can develop their social skills, teamwork, independence and perseverance 		Success Criteria	<ul style="list-style-type: none"> PP chn draw on enrichment experiences to help support their writing outcomes
Implementation	Year 1	Year 2	Year 3	
	Maintain pre-teaching/enrichment for selected children Review impact and modify for the next year accordingly FSW promote trips – share children’s voices from previous residential – what they enjoyed, what to expect etc. Record videos at and after residential			
Annual impact notes	Annual review notes, 2020-21: <ul style="list-style-type: none"> Covid and lockdowns prevented trips from happening and this, plus the introduction of bubbles, had a big impact on the possibility of project-specific pre-teaching. Chromebooks which were purchased to allow all PP chn to access Reading Plus in school were then requisitioned to allow disadvantaged children to access the remote learning during lockdown. The outcome of this action is: at expectations	Annual review notes, 2021-22: The outcome of this action is:	Annual review notes, 2022-23: The outcome of this action is:	
Expenditure	Year 1	Year 2 Expenditure is anticipated to		Year 3 Expenditure is anticipated to
	Anticipated: £7,550 Actual: £7050	£		£

Action	Maintain, document and review: Emotional readiness to learn: ELSA social skills clubs, ELSA support programmes, TA-led wellbeing intervention using books from Butterfly Press; Introduce MHST work as the project progresses.		Area of Improvement	Wider strategies
			Led by	Inclusions
Intended outcomes	<ul style="list-style-type: none"> Children have strategies to recognise and regulate their emotions in class, so that they remain emotionally and academically ready to learn. Children are literate in the language of emotions so they are able to communicate their state and their needs 		Success Criteria	<ul style="list-style-type: none"> Unsuccessful provision is not repeated Small steps goals are written
Implementation (Steps)	Year 1	Year 2		Year 3
	Maintain interventions for selected children Review impact and modify for the next year accordingly Introduce Wellbeing/Attitudes to Learning survey in Year 2			
Annual impact notes	Annual review notes, 2020-21: <ul style="list-style-type: none"> Covid and lockdowns prevented most of this from happening in person, although remote learning meant that disadvantaged children could be invited to 1:1 sessions with a TA/ELSA ELSA continued at a reduced capacity when schools reopened in March MSHT course set up for parents to support anxious children The outcome of this action is: below expectations	Annual review notes, 2021-22: The outcome of this action is:	Annual review notes, 2022-23: The outcome of this action is:	
Expenditure	Year 1	Year 2 Expenditure is anticipated to		Year 3 Expenditure is anticipated to
	Anticipated: £13,750 Actual: £13,750	£ 400 Rising Stars wellbeing survey		£