



Shadsworth Junior School



Pupil Premium Proposed Spending 2021 – 2022

Review and Impact of 2020 - 2021

The pupil premium provides funding for children:

- **Who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1345 per child)**
- **Who have been previously looked after, subject of a special guardianship order and/ or adopted from care (£2345 per child)**
- **Pupil premium plus children currently being looked after or in care (£2345 per child per school year -held by the LA Virtual School Head accessed via PEP return)**
- **Whose parents are currently serving in the armed forces (£310 per child)**

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged children covered by the Pupil Premium.

Shadsworth Junior School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes. This document details the analysis of the spending in 2020 – 2021 and the proposed spending of the Pupil Premium 2021-2022.

PROPOSED SPEND OF PUPIL PREMIUM 2021 – 2022

The current funds available for April 2019– 2020 are £205,750 this figure is subject to change once final figures are released and does not include Pupil Premium Plus monies.

The five key objectives:

1. To continue narrowing the gap between PPG and Non-PPG
2. To support pupils with additional learning and health needs
3. To support families so pupils attitude and attendance at school is improved
4. Fill the gap due to a lack of home support for the core subjects
5. Year 6 pupils make accelerated progress in reading, writing and maths and be ready for High School

Anticipated figures for each group are as follows:

DEPRIVATION	£196,370
SERVICE CHILDREN	-
PREVIOUSLY LOOKED AFTER CHILDREN	£9,380
PUPIL PREMIUM PLUS	Not included

Allocation of funds:

2:1 Tuition in Year 5 and Year 6 (mornings)	HK	15,588
Family Support and CP / CAF attendance	CM	20,148
Read write Inc. through all year groups	CB	8,148
2:1 Tuition (mornings)	SM	6,774
Oasis Room SEND support	AG / KH	48,888
Rapid Response SSA for Year 3 & 4	AB	27,816
Rapid Response SSA for Year 5 & 6	AN	27,816
Additional Psychology	RA	8,500
Speech and Language Therapy	KK	10,000
Family Support and Play Therapy	CANW	10,000
SENCo Time x 2 days	SP	26,563
The Hive Support	LM	10,773
Trip Contributions		5,000
	TOTAL	196,977

Pupil premium strategy statement

1. Summary information					
School	Shadsworth Junior School				
Academic Year	2021 - 2022	Total PP budget	£205,750	Date of most recent PP Review	1.7.2021
Total number of pupils	233	Number of pupils eligible for PP	150	Date for next internal review of this strategy	31.4.2021

2. Current attainment – 2020 - 2021		
	<i>Pupils eligible for PP end 2021</i>	<i>Pupils not eligible for PP end 2021</i>
68% achieving ARE or above in reading, writing & maths	No SATs due to Covid 19	No SATs due to Covid 19
80% achieving ARE or above in reading		
80% achieving ARE or above in GPS		
86% achieving ARE or above in maths		

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Large % of pupils with SEND especially emotional difficulties with low self-esteem, confidence and aspirations
B.	Attendance and punctuality issues
C.	Lack of vocabulary and life experiences linked to limited real life experiences and culture of benefits
D.	Increased number of children classes as EAL
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
E.	Lack of parental support, poor home learning environments, high % of pupils living in chaotic families with links to drug, alcohol and DV

4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	To narrow the gap between disadvantaged pupils and others in attaining EXS in R,W and M	
B.	To improve support for SEND pupils, those who are more able and raise outside life experiences	Attainment and progress in line with NA
C.	To improve curriculum, emotional support and raise awareness of cultural diversity and cohesion	Rise in attainment for PP children

5. Planned expenditure					
Academic year	2021 - 2022				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies and meet the five key objectives above.					
1. Quality of Intervention and Support for Teachers and Pupils					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils make progress and gap narrows between disadvantaged and others in reading	Closer tracking of PP pupils Regular review and update of interventions running through school Reading Interventions	Progress Reports from TT Y6 SAT results and Optional Test analysis	Pupil Progress meetings Lesson observations and learning walks	SLT LB	Half Termly
All pupils make progress and gap narrows between disadvantaged and others in reading	Closer tracking of PP pupils Regular review and update of interventions running through school Improve teaching of reading in Y3 and Y4 Forest Room SEND group Catch up Programmes	Progress reports on TT Y6 SAT results and Optional Test analysis	Pupil Progress meetings Observation, learning walks and book scrutiny	SLT HK Forest Room SSA's	Half Termly
All pupils make progress and gap narrows between disadvantaged and others in the Core Subjects	Closer tracking of PP pupils Regular review and update of interventions running through school Invest in an intervention programme for pupils in Y3 and Y4 Forest Room LA and MA group 2:1 tuition	Progress reports on TT Intervention reports and feedback	Pupil Progress meetings Observation, learning walks and book scrutiny	SLT LB HK and Forest Room SSA's	Half Termly
Monitor the support offered in the Hive to support learning of pupils who struggle to access the mainstream classroom on a full time basis	Observe staff teaching groups Support lesson planning and teaching methods Track the pupil's identified for support and monitor their progress	Pupil's struggling to access curriculum and maintain behaviour in a full time classroom To motivate, enthuse and support learning in a creative way	SLT to monitor and Media Hug support has a degree in film and media	JH, MH, SP	October, February and June

2. Targeted Support for Pupils

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils with SEND are observed by EP and meetings held between home and school	To employ additional EP time to observe children, meet parents and support teachers and SSA's	Fully informed strategies to use every day in class for pupils Access o high quality intervention Joined up approach between home and school	Close tracking and monitoring of groups Reports that are produced Feedback from all parties	SP JH CM	End of targeted programmes
Pupils receive targeted support with S&L skills and vocabulary development; through the employment of a speech therapist	To employ Speech and language therapist to identify and work with pupils with identified communication issues	TT data each term Reports from S&L therapist Meetings with parents	Reports from S&L therapist TT data each half term Training delivered through SIG 3 project ELCAT trained SSA	SP JH	Half Termly
Children have access to an SEND provision and two Nurture Rooms	To employ 3 fully trained SSA's to support pupils with emotional difficulties through school on a full time basis in nurture rooms and SEND provision	Pupils more engaged and achieving in class SAT results and optional test results Feedback from parents and carers	Close tracking and monitoring of groups Observation of Nurture Rooms Talk to children	JH SP MH AG KH	Half Termly
Internal training of two SSA to continue to develop and expand S&L on a daily basis	Training provided through a specialist as part of a SIG 3 initiative Support offered through small intervention groups and follow up in classrooms	To support the work of a S&L therapist and to continue the work if the money is not available in future years.	Review of strategies as they are taught Analyses data and assessments Speak to children and staff	JH SP AN AB	Termly
High quality resources in classrooms, play equipment and snacks plus resources provided at break times and financial support for trips and visits	To allow the whole school day to be inspirational and motivational To allow children from low income families access to trips and visits To provide high quality resources and technology to support learning	Children are from low income families who cannot offer the financial support to school have the same access to resources and activities	Feedback from staff, children and parents High quality lesson observations	All Staff	Weekly

3. Targeted Support for Pupils and their Families					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To support pupils and families with difficulties via a CAF and multi-agency intervention	Employ a pupil Wellbeing Co-ordinator Buy family support from CANW Buy sessions through the year of Play Therapy	Pupils more emotionally stable and ready to learn Attendance improves Families more settled and engaging in school	CAF reports Feedback from families in meetings Reports from Family support workers	CM JH	In weekly Friday morning meetings and in detail each half term
To support pupils with health and medical needs through school	Employ and SSA who can work with children and families to support them in school and ensure we are following policies correctly.	Improved attendance Parents confident when leaving children in care Children's medical needs met fully whilst in school No child is left out of activity on the grounds of a medical or health issue. Risk assessments and care plans	Care Plans followed Increased attendance figures Lower % of persistent absence	AE JH SP	Termly
To support pupils with complex SEND issues	Provide a non - teaching SENCO for 2 days each week to submit EHCP plans, meet with outside agencies and liaise with parents	Pupils with SEND achieve their expectation We continue to hold Flagship status for Inclusion	IQM inspection every year SEND meetings each term for SA+ pupils	SP JH	In each Send meeting and key assessment tracking and analysing times in the school calendar

2020 & 2021 Year 6 SAT Data – All pupils:

Due to the COVID-19 pandemic, SATs didn't take place and therefore no data is available.

Additional support has been put in place to support children affected by schools closing during the lockdown. During this period, resources were purchased to support children learning online with a view to supporting children to continue their education.

Upon the return to school, provision was planned which is detailed in the Covid Catch-up Premium Plan – September 2020 which can be found on the website.

<https://primarysite-prod-sorted.s3.amazonaws.com/shadsworth-junior-school/UploadedDocument/db28a71e24d846c694b6201381caecd7/covid-catch-up-premium-plan-september-2020-sjs.pdf>