

Park Hill Junior School

Pupil Premium Strategy

2019 - 2020



Introduction

From September 2019, schools are being encouraged to move away from full annual reviews of their strategy and consider a multi-year strategy. For instance over a 3 year period. (A longer-term strategy -ESFA & DFE Guidance - 17th June 2019)

Therefore, PHJS Pupil Premium Strategy will be reviewed fully every 3 years with an annual light touch. This will focus us on what has begun to work with our pupil premium children and taking into consideration the high crossover with SEND pupils.

We believe that taking a longer view of the support the grant will provide and how this is aligned with our school development plan will aid our planning with recruitment, expenditure, teaching practice and staff development.

Overview

Pupil Premium funding is received by all schools for pupils whose family income falls below a level that would enable the family to access a range of state benefits.

Evidence shows that children from such families and those whose lives might otherwise be in turmoil are less likely to make appropriate age level progress than those from more generous family circumstances.

The school is required to direct funding received for the benefit of those children and to provide support and interventions to children and sometimes their families. This support must close the educational gap between the progress and attainment of disadvantaged children and those that are not disadvantaged, both in our school and against national norms.

This spending is reviewed and scrutinised carefully by our Local Advisory Board (LAB). They are required to make sure that money is spent on support that demonstrably improves the educational attainment and progress of the Pupil Premium children, proportionate to the amount of money spent on particular initiatives. The Local Advisory Board is also required to review the effectiveness of all interventions. We strive to discontinue those that are not delivering appropriate educational benefits.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who are in receipt of free school meals will be socially disadvantaged. Also, not all pupils who are socially disadvantaged are registered or qualify for free school meals and/or pupil premium funding.

Our strategy is heavily biased towards the support we can offer families because the barriers created in the learning of pupils for which we receive funding is deeply rooted on the influences of their home life.

At Park Hill Junior School, we therefore recognise and value the huge impact a child's family has on their learning. We also appreciate the challenges many of our families face in their daily lives. Raising children is a challenge for parents from all walks of life. However, parents who experience social and economic disadvantages face particular challenges in trying to meet the needs of their children. Disadvantage has a negative impact upon family functioning and child development (Brooks-Gunn & Duncan, 1997; Evans, 2004). The chronic stress associated with poverty, for example, can impact upon an adult's parenting capacity (Centre for Community Child Health, 2009). Research demonstrates that involvement in high quality early childhood and parenting support programs can alleviate some of the negative impacts of disadvantage on young children and families (Gross et al., 2003; Gross et al., 2009; Melhuish, 2003; Webster-Stratton, 1998).

2018 -19 Impact Statement – Although Key Stage 2 data shows that we are better than national in writing, reading and combined, our internal data is telling us that we still need to make our interventions tighter so all targeted approaches are fully tracked, monitored and acted upon in a timelier way.

Pupil premium strategy 2019-20: PARK HILL JUNIOR SCHOOL

1. Summary information					
School	Park Hill Junior School			Total PP budget (based on Jan 2019 census)	£106,580
Academic Year	2019/20	Core Leadership Team Review Dates	1/20; 4/20	Number of pupils eligible for PP (Oct 2019)	65
Total number of pupils	368 (Oct'19)	Date for next annual review of this strategy	9/ 2020	Number of pupils eligible for PP+ (Oct 2019)	1

2. 2018/19 Progress (Whole School) Attainment at end Key stage						
	Progress for: 2018-2019 Progress Measure = 3 points		Attainment Whole school	Attainment (Whole School- PP)	Attainment (End Key Stage)	
	Pupils eligible for PP (whole school)	Pupils not eligible for PP (whole school)			PP (Perspective Lite)	All
Reading, writing and maths			69%	50%	57% (52%-Nat)	57% (52%- Nat)
Reading	2.7	2.9	79%	60%	65% (62% - Nat)	65% (63% - Nat)
Writing	2.5	3.0	73%	56%	70% (68% - Nat)	70% (68% - Nat)
Maths	2.8	2.9	80%	60%	65% (68%-Nat)	65% (68%- Nat)

Our vision at Park Hill Junior School is to ensure all adults at the school are fully aware of who these children are, what we need to do as a team to ensure these pupils' learning experience is accessible and viable.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers (issues to be addressed in school)
1. A number of disadvantaged children arrive new to the school at a starting point other than Year 3; some are also new to the UK and are beginner English language speakers.
2. A number of disadvantaged children have Special Educational Needs. The figures for this cross over is high.
3. A number of disadvantaged children lack resilience, self-confidence and co-operation when approaching their learning, which is affecting their academic progress.
External barriers (issues which also require action outside school, such as low attendance rates)
4. Attendance of Disadvantaged Pupils – Based on data analysis for the 2018-19 school year, the attendance rate for disadvantaged children is slightly lower than

- other children. However, without careful intervention and monitoring, the attendance of disadvantaged children can become a barrier to learning. There are a number of specific, complex cases linked to attendance/disadvantaged/ SEN, which require intensive support. There is also a higher than usual mobility because of the cohort of children e.g being children of Diplomats who are here in the UK for a specified period of time.
5. **Homelessness/Temporary/Poor Quality Accommodation** - There are a number of Disadvantaged children who reside in temporary, shared and often overcrowded accommodation, which affect many areas of their wellbeing including attendance, punctuality and sleep deprivation. Some of these children experience a number of moves across the year, often having to travel a significant distance to and from school. The risk of eviction is often imminent, increasing anxiety and uncertainty for all.
 6. **Lack of Resources** - Some home environments lack the resources required to support children’s learning. These include reading material, stationery needed to complete home learning and ICT. They also include funds needed to provide items as beds, uniform and reading books. Quality time to listen to children read/support them with their learning is a resource that is also often lacking. Some of these families are Just About Managing, with parents earning just too much to qualify for FSM/the PPG. Whilst they are not included in the attainment percentages for Disadvantaged children, this group of pupils have lower attainment and need to be considered alongside other Disadvantaged children.
 7. **Social & Emotional Issues** - resulting in low confidence and self-esteem. Often combined with broken family structures and/or trauma in the family. Often combined with safeguarding and/or welfare issues.
 8. **Cultural Capital** - Because our school community is so diverse, there can be a gulf between the experiences and opportunities available to children. This creates disparities in children’s social and cultural education, which affects some disadvantaged children’s confidence and aspirations.

4. Desired outcomes

<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
A	To narrow the attainment gap between Disadvantaged and Other children so that they are at least in line with National gaps/lower.	The attainment gap between children who are Disadvantaged and those who are not is closing in all year groups.
B	To ensure every child eligible for PPG has a package of support aimed at accelerating their progress across the curriculum and supporting their mental health and well-being.	Barriers to learning have been identified for all Disadvantaged children and tailored support put in place to meet each child’s unique needs, to remove their barriers to learning and enable them to make academic progress.
C	Increased access to clubs and extended school services for Disadvantaged children – cultural capital.	All disadvantaged children (not just those eligible for PPG) have accessed at least one club/extended services across the year – free of charge.
D	Increase the number of children eligible for PPG reaching the higher standard in reading, writing and maths at the end of KS2	Attainment for the most able disadvantaged children is in line with, or above, national average.
E	To remove barriers to accessing the curriculum created by material deprivation or lack of practical support received from parents.	Disadvantaged children are not prevented from completing home learning or participating in extra-curricular activities/trips due to lack of funds or suitable kit/equipment, or their parents’ ability to provide support.
F	Some pupils’ families need effective support to enable their children to make progress e.g. parenting support, support to engage with school, support with their children’s learning, and nurture provision.	Families feel well supported to enable their children to progress. They will understand how to effectively support their child and have resources to do so. Parents are signposted to services that will support them and their child.

ACADEMIC INTERVENTIONS

Identified Barriers to Learning	Rationale & Targeted Approach	Tracking/ Monitoring	Estimated Costs	Desired Outcome
1. A number of disadvantaged children arrive new to the school at a starting point other than Year 3; some are also new to the UK and are beginner English language speakers.	<p>Interventions planned/ resources acquired/ senior leaders will address the gaps created due to some low starting points. Interventions have shown better rates of progress for children who attend booster classes, which specifically target their needs.</p> <ul style="list-style-type: none"> Quality interventions from some of the most experienced members of staff including the SEND Lead Teacher, YGLs, DHTs and the literacy and maths leads Most experienced teachers to deliver forensically tailored interventions in small groups to accelerate progress of PP children. Past experience has proven this very successful. EAL after school classes with EAL Leader & LSA 	Inclusion team & Local Advisory Board Member for SEND/ Personal Development	£44,346	Reduce the gap in acquisition of knowledge, skills and application of concepts taught across the curriculum between PP and Non-PP pupils.
	<p>Booster classes/Clubs in core subjects to address gaps in basic skills</p> <ul style="list-style-type: none"> Targeted Easter Booster School for PP children in Reading and Maths(Maths & English Leads) Booster Classes (after school) (Maths & English specialist teachers) PP children targeted for Reading Fluency club (Reading Leader) 		AHT/ SEND Lead Teacher/ EN + MA Leads Will meet termly	
2. A number of disadvantaged children have Special Educational Needs. The figures for this PP/SEN/EAL cross over is high. (%)	<ul style="list-style-type: none"> Quality interventions, in most cases 1:1 from some of the most experienced members of staff including the SEND Lead Teacher & AHT (Inclusion) 	AHT/ SEND Lead Teacher/ EN + MA Leads Will meet termly	£537.81	

3. A number of disadvantaged children lack resilience, self-confidence and co-operation when approaching their learning, which is affecting their academic progress.	PP pupils targeted to attend summer school to reduce the gap in learning and improve their confidence and resilience in tackling challenging activities especially in English and maths. <ul style="list-style-type: none"> Educational Visits & Transport (Evacuation, Book Week, Pantomime, Maths & Science Week) 		£537.81	To reduce the gap in learning and improve PP pupils' confidence and resilience in tackling challenging activities especially in English and maths. Increased self-confidence, greater independence, better team working and improved social skills
	Children will receive adult support with starting their homework as well as material resources as needed to enable them to complete their homework at home. <ul style="list-style-type: none"> Homework Club – led by Year Group Leaders 		£2311.20	Children attending show a more positive attitude towards their learning and are able to complete their home learning
	<ul style="list-style-type: none"> Educational Residential for Year 4, 5 & 6 (Downe, Belchamps, Watersports) 		£1715	Increased self-confidence, greater independence, better team working and improved social skills
	School visits are shown to have a positive impact on learning and outcomes through providing broad and rich experiences. They also promote opportunities for children to learn about the world around them and to experience and explore future interests/ employment. <ul style="list-style-type: none"> SLT will give PP Pupils the support, resources and intervention that they require to be able to access school visits so that they can have access to and benefit from experiences on offer regardless of their financial situation. 	DHT (BA) & HT will review termly	£1000	Enter their secondary school phase with confidence and developed social skills
	Many parents tell us that they need help with supporting their children's learning at home. <ul style="list-style-type: none"> CGP books for disadvantaged children across the school 		£996	Parents enabled to support their child(ren) at home
			SUB TOTAL	£53,521.22

SOCIAL, EMOTIONAL & WELLBEING INTERVENTIONS

Identified Barriers to Learning	Rationale & Targeted Approach	Tracking/ Monitoring	Estimated Costs	Desired outcome
<p>4. Attendance of Disadvantaged Pupils</p> <p>Based on data analysis for the 2018-19 school year, the attendance rate for disadvantaged children is slightly lower than other children. This can create a barrier to learning. There are a number of specific, complex cases linked to attendance/disadvantaged/SEN, which require intensive support. Mobility – children of diplomats</p>	<p>Focused work on improving attendance and punctuality of vulnerable pupils. Previous years have shown that targeting/supporting parents has been a successful intervention and resulted in better attendance and punctuality. Improved attendance and punctuality enables children to fully access their learning and accelerate levels of progress and attainment.</p> <ul style="list-style-type: none"> Change to a more proactive specialist Education Welfare Officer (EWO) to work with pupils and their families so as to improve attendance in order to accelerate levels of levels of engagement for pupils that are vulnerable to progress and attainment. 	DHT and EWO meet weekly	£4600	Improved attendance and punctuality. Children are in school, on time ready to learn Disadvantaged pupils' attendance will be in line with Non-Disadvantaged Pupils
<p>5. Homelessness/Temporary/Poor Quality Accommodation</p> <p>There are a number of Disadvantaged children who reside in temporary, shared and often overcrowded accommodation, which affect many areas of their wellbeing including attendance, punctuality and sleep deprivation. Some of these children experience a number of moves across the year, often</p>	<ul style="list-style-type: none"> School Counsellor to provide targeted support for families and counselling for individual pupils with BESD The school based - Family support worker to support children and their families to overcome difficulties at home and/or BESD barriers to learning and promote wellbeing and develop and support children's emotional, social and behavioural needs and to support the children through difficult times, e.g. transition or family difficulties. Use of a trained mentor to work with identified pupils with specific emotional needs to set clear targets and to discuss their learning and development. 	DHT ((BA) to track using the B&V Tool	£15,188 £2000	Children are more able to focus and engage with their learning thereby alleviating or reducing that barrier to learning. Children understand clearly what they are trying to learn and what is expected of them

<p>having to travel a significant distance to and from school. The risk of eviction is often imminent, increasing anxiety and uncertainty for all.</p>				
<p>6. Lack of Resources – Some home environments lack the resources required to support children’s learning. These include reading material, stationery needed to complete home learning and ICT. They also include funds needed to provide items as beds, uniform and reading books. Quality time to listen to children read/support them with their learning is a resource that is also often lacking. Some of these families are Just About Managing, with parents earning just too much to qualify for FSM/the PPG. Whilst they are not included in the attainment percentages for Disadvantaged children, this group of pupils have lower attainment and need to be considered alongside other Disadvantaged children.</p>	<p>Places provided in breakfast club and after school club will help improve attendance, punctuality and social skills. Eating breakfast has been associated with improved academic outcomes, improved concentration, increased school attendance and punctuality and improved behaviour at school.</p> <ul style="list-style-type: none"> • Targeted places at breakfast club and/or after school club for children/families who need it to improve attendance and attitudes to learning • Where possible provide uniform and personal care items (including clothing for trips/ residentials) for vulnerable Children • Provide personal hygiene items for some pupils that require that support. 	<p>AHT to track and monitor termly</p>	<p>£600</p> <p>£500</p>	<p>Children have a good start to the school day with a healthy breakfast and take part in a range</p> <p>To ensure that children have their protection and safeguarding commitments met of enrichment activities and be confident to join in activities.</p>
		SUB TOTAL:	£22,388	

ENRICHMENT INTERVENTIONS & SUPPORT FOR FAMILIES

Identified Barriers to Learning	Rationale & Targeted Approach	Tracking/ Monitoring	Estimated Cost	Desired outcome
6b. Some of these families are Just About Managing, with parents earning just too much to qualify for FSM/the PPG. Whilst they are not included in the attainment percentages for Disadvantaged children, this group of pupils have lower attainment and need to be considered alongside other Disadvantaged children.	<p>To support the development of children’s social and cultural education as well as their knowledge of the arts and healthy eating</p> <p>To experience new activities and access opportunities that might otherwise not be available to children and to make friendships.</p> <ul style="list-style-type: none"> • Ensure after school activities and clubs are available to all PP pupils, so they develop skills both practically and socially and to make friendships • To support the development of children’s skills and talents in an extended learning time <ul style="list-style-type: none"> - Tollo football before, lunch time and after school - J’aimies Gym after school 	AHT to track and monitor termly	£1000	Children develop a stronger network of friends and increase social ability and confidence
	<ul style="list-style-type: none"> • Given an opportunity for PP pupils to take part in Music lessons to develop skills and confidence and overcome certain confidence barriers • PP children targeted to take part in Enrichment activities to increase their range of experiences like: <ul style="list-style-type: none"> ○ Sculpture club ○ Grub club ○ Hakuna Matata (nurture club) 	DHT (QE) to track and monitor	£300 £250	Children receive the enrichment opportunities according to their needs Children have a well-rounded education that inspires motivation and aspirations and increases their confidence
7. Social & Emotional Issues - resulting in low confidence and self-esteem. Often combined with broken family structures and/or trauma in the family. Often combined with safeguarding and/or welfare issues.	<ul style="list-style-type: none"> • Monday Breakfast Club provided for vulnerable children by invitation. Run by Family Support Worker who is able to support practical, social and emotional needs to ensure pupils get the best start to their day and week. • Parenting groups offering parents half-termly programmes in building positive families and supporting children’s learning at home. Thursday mornings and repeated after school. • Parents’ drop-in ‘surgery’ where our trained FSW can offer expertise in welfare provision and parenting. Includes home visits where needed. • Free after-school club places for children of parents attending 	DHT (BA) & AHT to track and monitor	£15564.78	Parents are supported to access services that will support them and their child.

	<p>parenting group after school.</p> <ul style="list-style-type: none"> • Assist parents with, accessing parenting and welfare support, including: housing, employment, benefits, Citizens Advice, Family Justice, Food Banks, etc. • 			
<p>8. Cultural Capital - Because our school community is so diverse, there can be a gulf between the experiences and opportunities available to children. This creates disparities in children's social and cultural education, which affects some disadvantaged children's confidence and aspirations.</p>	<ul style="list-style-type: none"> • Subsidise substantive time away from home via school journeys, so pupils' experiences are enhanced. • School trips out of Croydon subsidised for pupils to experience all areas of our broad and balanced curriculum • After school nurture club for invited children on Wednesdays after school. 	HT to monitor and budget for		
		SUB TOTAL	£17,114.78	
		<i>On cost, Admin & SLT time</i>	£12, 500.00	
		Estimated Total cost	£105,524.00	