



PARK HILL JUNIOR SCHOOL PUPIL PREMIUM STRATEGY– 2020-2021

1. Summary information					
School	Park Hill Junior School			Total PP budget (based on Jan 2020 census)	£98,440
Academic Year	2019/20	Interim Review Dates:	Jan 2021/ April 2021/ July 2021	Number of pupils eligible for PP (Oct 2020)	82
Total number of pupils	361	Next internal review Date:	Autumn 2021	Number of pupils eligible for PP+ (Oct 2020)	2
School Pupil Premium Leader:	Nicola Moorhouse		LAB Pupil Premium Leader:	Nina Arjun	

Breakdown of last year's spending - 19/20	Total amount spent: 19/20 = £88192.96	Total amount received: £104925.00
Teaching	£66095.00	Balance into 20/21 surplus = £16733.04
Wider Opportunities	£140.00	
Resources	£622.90	
Interventions sought through outside agencies	£20900.25	

1. Progress & Attainment Data						
	Progress for: 2019-2020 Progress Measure = 3 points		Attainment Spring 1 2020	Attainment Spring 1 2020	Attainment (End Key Stage 2018/19)	
	PP internal	NPP Internal	All	PP	PP	All
Reading, writing and maths	NA	NA	66% (W/S)	47%	57% (71%-Nat)	80% (65%- Nat)
Reading	NA	NA	75%	56%	65% (78% - Nat)	83% (73% - Nat)



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Writing	NA	NA	74%	53%	70% (83% - Nat)	86% (78% - Nat)
Maths	NA	NA	79%	65%	65% (84%-Nat)	91% (79%- Nat)

From spring data and 2018/19 end key stage data, we can see that the PP pupils lagging behind their peers has become historical. Our aim this year is to make this historical trend less so.

Aim: To use Pupil Premium funding to ensure it is spent efficiently and effectively to secure improvement in achievement and aspirations for disadvantaged pupils. This is in line with our curriculum statement where we prepare all pupils with the knowledge and skills for their future.

Where will we find the evidence –: All Data both in-year and end key stage will show evidence of reduced gap between NPP pupils & PP pupils in Reading, Writing & Maths. Foundation Assessments will show where gaps have closed in remembering and using across the curriculum & End year SATs outcomes for Year 6 will give an indicative national measure. These will be reported via pupils’ reports/ meetings 3x/year.

Overarching aims for 2020/21

Identified Aims -	Success Impact	Persons involved	Monitored by
Ensure effective systems allow the school to utilize pupil premium funding effectively by:			
<ul style="list-style-type: none"> Draw up a tiered strategy plan to address needs of all ability PP pupils by November 2020 Ensure PPG is ring fenced and accounted for through a termly statement of use from Folio Finance 	PPG money is spent effectively and closes the gaps better this year than last year.	HT/DHT/CF O/ PHJS Finance lead	LAB to assess strategy effectiveness through LAB Meetings at LAB Resources Meetings.
<ul style="list-style-type: none"> Identify DA pupils, particularly those who arrive other than in September of Year 3. Ensure all staff are aware of who they are and their unique barriers to learning. Use Behaviour & Vulnerability Spreadsheet: <ul style="list-style-type: none"> - to identify specific barriers to learning for each DA pupil - effectively in pupil progress meetings and meetings with the FSW, EWO, School Counsellor and external support services/agencies Triangulate actions in SDP and Catch Up Premium Strategy to PP Strategy 	Spreadsheets will identify potential barriers to learning for PP Pupils and enable staff to plan for their needs	SLT/ DHT / CLT	LAB to assess strategy effectiveness through LAB Meetings at LAB Resources Meetings.
<ul style="list-style-type: none"> To narrow the attainment gap between PP and NPP pupils due to progress stagnation for PP pupils. To remove barriers to accessing the curriculum created by material deprivation or lack of practical support received from parents. Particular attention to be paid to the impact of covid-19 pandemic on families’ capacity to support children’s learning. To ensure families of DA pupils receive effective support to enable their children to make progress e.g. parenting support, support to engage with school and with supporting their children’s learning at home. 	DA pupils will make progress close to national and exceeding previous year’s outcomes at the end point - SATS data; through the support received from the school and parental support	All staff DHT, FSW	PP Leader and PP LAB Lead to monitor



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3 - TIER STRATEGY

EEF Recommendation - Teaching:

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. For Park Hill Junior School, this includes training for support staff who facilitate learning, some remotely. Also subsidies for trips to enhance the teaching of the curriculum is funded to allow PP pupils access to the curriculum.

Identified Barrier to learning	Internal/ External	How we intend to overcome the Barrier	Our measure of success	Lead	Budget	Termly monitoring notes
High number of DA pupils 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.	Internal	<ul style="list-style-type: none"> Teaching & Learning for these Pupils will be tracked rigorously including using the provision map writer. 	Data will show narrowed gap between NPP & PP pupils	NM/ SM	40% of Provision Map Costs = £270	Use assessment data to track and report to LAB in resources meeting
		<ul style="list-style-type: none"> Targeted Easter Booster School for PP children in Reading and Maths. 	Barriers to learning correctly identified and targeted support highly successful in alleviating the identified barriers.	NM/ SM	4.5 days x 2 UPS teachers £2749.80 (based on UPS2)	
		<ul style="list-style-type: none"> Booster Classes for HA PP pupils by specialist teachers/ Experienced TAs 			4x 10hours - M 6 scale £1756.08	
		<ul style="list-style-type: none"> PP children targeted for Reading Fluency - 1:1 remote 			Tutoring£25/hr - £1500.00	Based on 3 pupils per week for 20 weeks.
A number of PP pupils have SENeeds and are also EAL		<ul style="list-style-type: none"> Tutoring out of school hours by EAL specialist to ensure the families engage with their children's learning 	The attainment gap between children who are Disadvantaged and those who are not is closing in all year groups.	NM	M4 X 6 Pupils 52 hours x 6 pupils = £2292.90	
		<ul style="list-style-type: none"> Parent training workshops re: modelling the way we teach maths by Ma ldr or other teacher - remote in pandemic situation ; moving to eve sessions in school 			NM	M6 equivalent 2hours x5 sessions = £439.02
		<ul style="list-style-type: none"> Training for Support staff regarding developing emotional intelligence 	Children will show resilience in remote learning and independent learning.	NM/ CC	£650 = training x1 staff	
Subsidies for trips to enhance the teaching of the curriculum is funded to allow PP pupils access to the curriculum.		<ul style="list-style-type: none"> Educational Visits & Transport (Evacuation, Book Week, Pantomime, Maths & Science Week) is subsidised 	DA pupils participate in extra- curricular activities/trips with suitable kit/equipment	NM		



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Sub Total					£9657.80	
EEF Recommendation: Targeted academic support: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.						
Identified Barrier to learning	Internal/ External	How we intend to overcome the Barrier	Our measure of success	Lead	Budget	Termly monitoring notes
Crossover of needs between DA/SEND/PP	Internal	<ul style="list-style-type: none"> Quality interventions from some of the most experienced members of staff including the SEND Lead Teacher, PLdrs, DHTs identified through use of the Provision Map 	The attainment gap between children who are Disadvantaged and those who are not is closing in all year groups.	SM/ CP/C W	M3 teacher x 3 days a week initially for 4 weeks = £2773.28	
		<ul style="list-style-type: none"> Most experienced teachers deliver forensically tailored interventions in small groups/ 1:1 to accelerate progress of PP children. 		JT/TD/ CW	M3 teacher x 3 days a week for 4 weeks = £2773.28	
Barriers to learning due to lack of resilience and self confidence	Internal & External	<ul style="list-style-type: none"> Support from School Counsellor & Home/School link 	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.	NM/ CW	37.5% School Counsellor stipend = £10608.75 75% of FSW Salary = £22116.97	(please note that we are due to be over budget for B2W due to the additional supervision charge)
		<ul style="list-style-type: none"> PP pupils targeted to attend summer school to reduce the gap in learning and improve their confidence and resilience in tackling challenging activities 			4 x half days £611.06 (UPS2x2)	
		<ul style="list-style-type: none"> Interaction with Boxing champion - Boxing equipment for children 			£1,104.00 £250.00	
Social, Emotional and Mental Health Issues - resulting in low confidence and self-esteem.	Internal & External	<ul style="list-style-type: none"> Interaction with Mental Health 1st Aiders - Training for 2 MH 1st Aiders 	Disadvantaged children feel more confident in talking to other children and adults, having participated in shared experiences. They feel able to contribute towards shared learning in class.	NM/ CP	2 people = £150.00	
		<ul style="list-style-type: none"> Nurture clubs before and after school to experience new activities and access opportunities that might not otherwise be available to children; and to make new friendships. 		NM/ FSW	Provisions and resources £15/week for 38 weeks= £570.00	
Sub Total					£40,957.34	



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Wider strategies:						
Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.						
Identified Barrier to learning	Internal/ External	How we intend to overcome the Barrier	Our measure of success/ Desired Outcomes	Lead	Budget	Termly monitoring notes
Social, Emotional and Mental Health Issues - resulting in low confidence, resilience, self-confidence and self-esteem. Many also struggle with co-operation when approaching their learning.		<ul style="list-style-type: none"> Enrol with School counsellor as the need arises Subsidise Educational Residential trips for Year 4, 5 & 6 PP pupils (Downe, Belchamps, Watersports) 	Disadvantaged children are not prevented from participating in trips due to lack of funds or suitable kit/equipment, or their parents' ability to provide support.	NM	37.5 % of School Counsellors as above =£10608.75	
Homelessness/Temporary/Poor Quality Accommodation: a number of DA pupils reside in temporary, shared/often overcrowded accommodation, which affects many areas of their wellbeing including: attendance, punctuality and sleep deprivation. Some pupils experience a number of moves, often having to travel a significant distance to school. Risk of eviction is often imminent, increasing anxiety for all.		<ul style="list-style-type: none"> Temporary accommodation may mean school items got lost in the movement so purchase a bank of stationery/ school items for use by pupils who feel vulnerable because they cannot afford certain items. FSW to support parents/carers with accessing financial support from external agencies/charities to furnish accommodation e.g ovens/beds. Particularly lone parents and/or asylum seeking families who may have less time/knowledge of systems. 	All disadvantaged children (not just those eligible for PPG) have accessed at least one club/extended services across the year – free of charge.	NM	Bank of Stationery = 30 ps x £5 £150.00	
Cultural Capital: because the school community is so diverse, there can be a gulf between the experiences and opportunities available to pupils. This creates disparities in children's social and cultural education, which		<ul style="list-style-type: none"> PP pupils targeted to attend Extended Day facilities/ Holiday Clubs to improve their confidence and resilience in tackling challenging activities Funding for breakfast club to ensure DA pupils, who need to, can have a calm start to their school day and go into class having eaten breakfast and seen a friendly face. 	Barriers to learning removed for all Disadvantaged children and tailored support put in place to meet each child's unique needs, to enable them to make	NM	Funding for 8 pupils to attend breakfast club every day. £3 x 185= £4,440.00	



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impacts on some DA children's confidence and aspirations.		<ul style="list-style-type: none"> Purchase food & drinks during SATs for pupils' breakfast 	academic progress.		SATs food/drink = £250.00	
		<ul style="list-style-type: none"> Monthly purchase of fruit/ breakfast for pupils who need that to enable them to concentrate on their learning 	A calm and focused start to their school day as pupils are more focused in lessons		In school food = £100.00	
<p>Lack of Resources at home required to support pupils' learning, including funds to provide beds, uniform and reading books.</p> <p>Quality time to listen to children read/support them with their learning is a resource that is also often lacking.</p> <p>In the present pandemic situation, the space and technology to carry out remote learning presents a further barrier.</p>		<ul style="list-style-type: none"> Purchase CGP books for home learning in November x 68 pupils. plus SATs revision guides in March x 21 Y6 pupils. Purchase 2 laptops for remote learning on a loan scheme https://national.lgfl.net/smartbuy/devices Purchase stationery for use at home where not available After school homework club staffed by LSAs who know the pupils and our curriculum. Time to read with an adult and start homework with access to the school library and stationery. Target especially those PP pupils who attend after school club. Support parents in accessing Wi-Fi through the government scheme if families are eligible Uniform and personal care items to ensure that all children are identified as the same as their peers. 	<p>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.</p> <p>Increased progress and confidence in class. Less shame at being unable to hand in home learning of a similar standard to peers.</p> <p>Pupils have additional opportunities to practice reading. resulting in increased progress and confidence.</p>	NM/CP DHT	<p>CGP books for DAs = £691 (Nov) + £315 March</p> <p>2x laptops = £600.00</p> <p>Home stationery = £150.00 (based on 30 children at £5.00 each)</p> <p>Clubs run by LSAs x2 = £1877.09</p> <p>Uniform=£600</p>	Based on 4 x LSA's (1 per bubble) for 1 hour per week for 39 weeks.
		Sub total				
Total for the year					70,396.98	Total as per 25/11/20