**Pupil premium strategy - 2019.20 updated 14.9.2020**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Netherhall Learning Campus Junior School | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £249177 | **Date of most recent PP Review** | July 2020 |
| **Total number of pupils** | 314  (76 in Y6) | **Number of pupils eligible for PP** | 65% | **Date for next internal review of this strategy** | September 2021 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Current attainment – outcomes last year 2019.20 – no statutory assessments due to COVID-19 closures** | | | | | | |
| Teacher assessment provided for end of KS2 outcomes | | | *Al pupils* | *Pupils eligible for PP = 73% 56 children* | | *Pupils not eligible for PP = 27% 20 children* |
| **% achieving expected standard or above in reading, writing & maths** | | | **60% (45)** | *54%* | | *75%* |
| **% reaching expected standard in reading** | | | **73%** | 70% | | 100% |
| **% making expected progress in reading** | | |  |  | |  |
| **% reaching expected standard in writing** | | | **60%** | 54% | | 75% |
| **% making expected progress in writing** | | |  |  | |  |
| **% reaching expected standard in mathematics** | | | **77%** | 75% | | 100% |
| **% making expected progress in mathematics** | | |  |  | |  |
| **% reaching expected standard in SPaG** | | | **75%** | 82% | | 95% |
|  | | |  |  | |  |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | |
|  | | Social and emotional health needs impacting on readiness for learning | | | | |
|  | | Resilience and confidence in reading due to limited life experiences | | | | |
| **C.** | | Low writing achievements due to difficulties with spelling and mastering grammatical expectations | | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | | |
| **D.** | | Persistent absence affecting attainment | | | | |
| **E.** | | Social emotional health and wellbeing and a readiness for learning | | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | | | **Success criteria** | |
|  | Improve attitudes to school and learning and reduce incidents of disruption and disengagement | | | | Reduced fixed term exclusions  Improved behaviour data/CPOMs incidents logged | |
|  | Improve resilience and engagement in reading and writing through an enriched and tailored curriculum | | | | Pupil voice outcomes  Progress and attainment outcomes | |
| **C** | Improve attitudes to reading and books to impact on language capabilities to enhance writing outcomes | | | | Curriculum planned and resourced effectively  Reading and writing outcomes will improve | |
| **D** | Reduce % of persistent absentee closer to national % | | | | % will be lower than previous year and closer to National % | |
| **E** | Improve social and emotional health and wellbeing of pupils to relive barriers to learning | | | | Reduced CPOMS/Behaviour logs including exclusions  Reduction of PT timetables and referrals made to outside agency support | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | | | | | | | |
| **Previous Academic Year 2019.20** | | | Allocation £249177 | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | |
| **Action** | **Intended outcome** | | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | | | | **Lessons learned**  (and whether you will continue with this approach) | | | **Cost** |
| Additional teachers | Pupil voice outcomes  Progress and attainment outcomes  Curriculum planned and resourced effectively  Reading and writing outcomes will improve | | Teacher assessment shows PP children working closer to NPP peers than previous years and this is getting closer to National figures.  Reading attainment is improving yet at a slower rate than that in Maths, Writing and Spag.  Maths and Spag close to national and is a strength | | | | Year groups taught in single aged classes allows for effective streaming and pitch of lessons at appropriate age related level – not sustainable for 20.21 due to covid restrictions  Changes made in how literacy and spag and writing are linked – improved writing outcomes  Contextual factors evaluated – case study completed  SPaG improvement - spelling in context and sentence structure continue to be a challenge  New progression maps for SPAG are in place to identify key knowledge | | | £144926 |
| 1. **Targeted support 2019/20** | | | | | | | | | | |
| **Action** | **Intended outcome** | | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | | | | **Lessons learned**  (and whether you will continue with this approach) | | | **Cost** |
| Learning Mentor | Work effectively with identified vulnerable children to improve readiness for learning and improve SEMH | | Improved pathway of graduated response through in school support and external referrals – e.g CAMHS  Fixed term exclusions reduction for individuals  Reviewed Behaviour policy  THRIVE trained staff – lead staff x 3 | | | | THRIVE a success – need to be focussed on timetable and specific THRIVE intervention and impact -  Restorative approach overall has reduced exclusions | | | £24062 |
| Behaviour Worker | Reduce disruption in lesson – plan and deliver bespoke and individualised approaches to engage learners effectively in lessons | | Fixed term exclusions reduction for individuals  Effective plans and approaches evidenced – MSP, risk assessment, positive handling plans | | | | Will continue – greater involvement in evidencing of provision and support – MSPs etc  Use PMR to improve work with individualised programmes and risk assessments/positive handling plans | | | £22000 |
| Attendance Officer | Increase whole school % and reduce persistent absentee % | | PA %  Whole school attendance % (Kirklees 95.9%) | | | | Adapt timeframe of response to children/families whose % is on decline.  Need improved campus approach to target families. | | | £17610 |
| 1. **Other approaches** | | | | | | | | | | |
| **Action** | **Intended outcome** | | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | | | | **Lessons learned**  (and whether you will continue with this approach) | | | **Cost** |
| Enrichment | To provide opportunity for children to develop independency and resilience and experience trips and visitors to inspire to learn | | Provide 3 day residential for Y6 pupils.  Curriculum work pre and post trip – self-esteem/resilience and skills work | | | | Kingswood visit ok – consider Robin wood next time –quality of provision  Year 4 – only 1 year group attended due to school closures  Feedback form parents and pupils extremely positive – acknowledgement that it was a special opportunity to be able to access   * Grow in residence * Whole school panto visit * Portals to the past visits * Science and media museum * Coal mining museum * VR workshops * Science Boffins | | | £23988 |
| Mental Health/PSHE Lead/THRIVE | Improve readiness for learning and positive mental health for key groups | | Reduced % exclusions  Improved attendance for key vulnerable  Effective and efficient referrals to relevant support agencies  Staff training improved  Wellbeing of staff a focus | | | | Time for Trailblazer work to be effective – low/medium cases still hard to get support for  CPD – time during closure very beneficial for all staff | | | £6593 |
| CPD – THRIVE  Whole school training | Improve attitudes to reading and books to impact on language capabilities to enhance writing outcomes  Improve social and emotional health and wellbeing of pupils to relive barriers to learning | | Reduced % exclusions  Improved attendance for key vulnerable  Staff confident in process and use of language to promote ethos | | | | Positive outcomes although closure challenging for check ins and wellbeing  Still need catch up programme for new staff60 | | |  |
|  | | | | | | | | | | |
|  | | | | | | | | | | |
| 1. **Planned expenditure - Academic year 2020.21** | | | | | | | | | | |
|  | | **£ 260482** | | | | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | | | | | |
| 1. **Quality of teaching for all -** | | | | | | | | | | |
| **Action** | **Intended outcome** | | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| Additional teachers | Pupil voice outcomes  Progress and attainment outcomes  Curriculum planned and resourced effectively  Reading and writing outcomes will improve | | | * Avoid mixed year groups * smaller class sizes (less than 32) * Need to Improve reading and writing outcomes | | QA cycle  PMR targets  Supervision sessions  TT data  CPD and feedback  Pupil voice | | LH  JS  ZL  TH | Half termly | |
| **Total budgeted cost** | | | | | | | | | £150999 | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Targeted support** | | | | | |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Learning Mentor | Work effectively with identified vulnerable children to improve readiness for learning and improve SEMH | * Revised behaviour policy * Observations and pupil interviews * Increased pupil roles and responsibilities * Confidence in the classroom * School council * THRIVE programme * Parent child fun activity sessions * Increased information about Parent’s evening/MHWBeing engagement | TA PMR  CPD appropriate  Support time in school  Links with THRIVE and MHWB lead | EC  ZL  AL | Half termly |
| Behaviour Worker | Reduce disruption in lesson – plan and deliver bespoke and individualised approaches to engage learners effectively in lessons | * Significant % with SEMH * Support graduated response to SEMH * Improve effectiveness of MSP * Increase success of EHCP applications | TA PMR  CPD appropriate  Support time in school  Links with THRIVE and MHWB lead | HS  ZL  AL | Half termly |
| Attendance Officer | Increase whole school % and reduce persistent absentee % | * analyse and support attendance of pupils across school. * Implement appropriate reward and support for attendance and improved attendance * APSO involved in a timely manner | * Fortnightly attendance reviews * PMR | CF  ZL | fortnightly |
| Mental Health/PSHE Lead/THRIVE | Improve readiness for learning and positive mental health for key groups | * Significant % with SEMH need * Liaise effectively with Trailblazers * Implement whole school training * Complete parent key group for PSHE policy consultation * Improve home school working including MHS for parents and carers | * 4 weekly review with trailblazer * SLT meetings * SEND review with SENCo and safeguarding lead/DSL | AL  TH  ZL  RD | Termly |
| **Total budgeted cost** | | | | | £77751 |
| 1. **Other approaches** | | | | | |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| CPD – THRIVE  Whole school training | Improve attitudes to reading and books to impact on language capabilities to enhance writing outcomes  Improve social and emotional health and wellbeing of pupils to relive barriers to learning | Whole staff training to support school ethos  Individual trained staff for 1:1 and small group profiling and specific intervention | TA PMR  CPD appropriate  Support time in school  Links with THRIVE and MHWB lead  Teacher voice – CPD feedback | Al  ZL | Termly |
| Enrichment | Improve attitudes to reading and books to impact on language capabilities to enhance writing outcomes  Improve social and emotional health and wellbeing of pupils to relive barriers to learning | Residential for Y4 and Y6 – we have seen the positive impact of Y6 residential and wish to do with Y4 this year – covid closure meant only 1 Y4 class attended overnight residential  Curriculum enhanced with tailored visits and visitors to provide experiences and opportunities to enable children to gain knowledge, language and a love for topics | QA cycle  PMR targets  Supervision sessions  TT data  CPD and feedback  Pupil voice | ZL  SLT | Half termly QA |
| **Total budgeted cost** | | | | | £31913 |
| 1. **Additional detail** | | | | | |
|  | | | | | |