

## Southbourne Junior School Pupil Premium Strategy Statement 2019/20

Summary Information					
<b>School</b>	Southbourne Junior School				
<b>Academic year</b>	2019-20	<b>Total PP budget</b>	£38,540	<b>Date of most recent PP review</b>	July 2019
<b>Total number of pupils</b>	232	<b>Number of pupils eligible for PP</b> Yr 3 (7) Yr 4 (7) Yr 5 (6) Yr 6 (8)	28	<b>Date for next PP strategy review</b>	July 2020
		<b>Service Premium: 2</b>			

Current attainment 2019 end of Key stage 2				
	Pupils eligible for PP at Southbourne Juniors	All pupils at Southbourne Juniors	Pupils eligible for PP National	All pupils National
<b>% achieving ARE or above in reading</b>	57%	77%	62%	73%
<b>% achieving ARE or above in writing</b>	43%	82%	68%	78%
<b>% achieving ARE or above in maths</b>	43%	80%	67%	79%

## Barriers to Learning

Weaker writing skills due to lower levels of confidence and language.

Reduced access to reading rich environments at home and outside of school experiences.

Lack of confidence with calculation due to insecure number sense and fluency.

Lower levels of social and emotional development impacts on pupils' ability to manage emotions and self-regulation.

Attendance of disadvantaged pupils is 92.33% compared to all other pupils at 96.81% (including traveller pupils 95.58%). The current cohort of pupil premium pupils includes 3 travellers and 5 SEN Support and 8 Monitor. Reduced school hours cause PP pupils to fall behind academically & socially.

Financial constraints mean some PP children do not have access to opportunities such as residential trips and extra curricular activities.

Desired Outcome	Success Criteria
Improve foundation skills and confidence in writing	Pupils eligible for PP rapidly develop improved writing skills measured through internal data analysis against prior attainment. Attainment gap is in line with national.
Increase engagement with home reading	Pupils have access to books at home. Pupils love of reading is enhanced through memorable experiences/educational visits. Attainment gap is in line with national.
Improve numbers sense and fluency	Pupils eligible for PP rapidly develop improved number and calculation skills measured through internal data analysis against prior attainment including, intervention diagnostics and progression through Numbots levels. Attainment gap is in line with national.
Improve emotional resilience	Learning mentor intervention evidence show pupils make good progress in managing emotions and self-regulation. Increased self-esteem and resilience recognised within the classroom. Fewer behaviour incidents reported.
Improve attendance of PP pupils	Attendance for PP children is in line with other children.
Pupils participate fully in activities which support learning and enhance the school's curriculum.	Social and emotional skills are developed through participation in group activities and overnight stays on residential.

Desired Outcome	Improve confidence and foundation skills in writing			
	Action	Evidence/Rationale	Monitoring	Review Date
<b>Quality of teaching for all</b>	CPD/Action research programme for teaching staff	Specialist organisations, conferences and social media including David Weston promote the 'Responsive CPD Cycle' as highly effective in improving pupil outcomes and staff professional development. This action is aligned with the school development plan therefore, it is a high priority for all staff who will be invested in ensuring impact.	<ul style="list-style-type: none"> <li>● Staff appraisal</li> <li>● Lesson observations</li> <li>● Termly data tracking</li> <li>● Pupil conferencing</li> <li>● Peer reviewer</li> </ul> <p><b>SLT including English Lead</b></p>	July 2020
<b>Targeted Support</b>	Improve spelling: <ul style="list-style-type: none"> <li>● In-house TA training programme (multi sensory spellings)</li> <li>● ACE spelling dictionaries</li> <li>● Review potential additional interventions to complement existing provision for pupils with specific literacy difficulties (Unlock Learning, Nessy, IDL)</li> </ul>	We currently have a significant number of pupils identified at risk of dyslexia or pending further assessment.  Interventions underconsideration are British Dyslexia Association assured	<ul style="list-style-type: none"> <li>● Learning passports</li> <li>● Termly data tracking</li> <li>● Pupil conferencing</li> </ul> <p><b>SENDCo &amp; English Lead</b></p>	July 2020
<b>Other approaches</b>	Remove barriers to writing through alternative recording strategies e.g. Clicker7 (see SEN Action Plan)	National Literacy Trust report 2019 evidences Clicker as a helpful tool for pupils to overcome barriers to writing, in particular the mechanical rather than creative features of writing.	<ul style="list-style-type: none"> <li>● Lesson observations</li> <li>● Pupil conferencing</li> </ul> <p><b>SENDCo &amp; English Lead</b></p>	July 2020
<b>Estimated cost: £5,000</b>				

Desired Outcome	Increase engagement with home reading			
	Action	Evidence/Rationale	Monitoring	Review Date
<b>Targeted support</b>	Book club and memorable experience eg.theatre for targeted pupils eligible for PP.	There was an increase in the number of disadvantaged pupils meeting ARE at the end of KS2 2019. All of these pupils had received targeted support through a book club whereby pupils were provided with their own copies of the Tom Gates series to read at home and during the club. Pupils then visited the theatre to watch the stage show (the first time many of these pupils had ever been to the theatre).	<ul style="list-style-type: none"> <li>Tracking data</li> <li>Accelerated Reader/Star Reading reports</li> <li>Pupil conferencing</li> </ul> <b>PP Lead</b>	July 2020
<b>Other approaches</b>	Review potential additional interventions to complement existing provision for pupils with specific literacy difficulties (Unlock Learning, Nessy, IDL) (see SEN Action Plan)	<p>We currently have a significant number of pupils identified at risk of dyslexia or pending further assessment.</p> <p>Interventions underconsideration are British Dyslexia Association assured</p>	<ul style="list-style-type: none"> <li>Learning passports</li> <li>Termly data tracking</li> <li>Pupil conferencing</li> </ul>	July 2020
<b>Estimated cost: £700</b>				

Desired Outcome	Improve number sense and fluency			
	Action	Evidence/Rationale	Monitoring	Review Date
<b>Targeted support</b>	Intervention programmes <ul style="list-style-type: none"> <li>Breaking Barriers</li> </ul>	The impact of our maths intervention programmes was evident from 2019	<ul style="list-style-type: none"> <li>Pupil progress</li> </ul>	July 2020

	<ul style="list-style-type: none"> <li>• Number Sense</li> <li>• Success@calculation</li> <li>• Y5/6 Booster groups</li> </ul>	<p>end of key stage 2 data where 100% of 'cusp pupils met the expected standard. The school employs an experienced year 6 teacher with a proven record of raising attainment to deliver Success@Calculation and the year 5/6 booster groups. The Numbersense and Breaking Barriers interventions used in the lower years are delivered by experienced teaching assistants who have received country training to deliver the programme (update training planned for 2019-20).</p>	<p>meetings to support identification and inform intervention</p> <ul style="list-style-type: none"> <li>• Maths termly tracking data</li> <li>• Book looks</li> <li>• Intervention reports</li> </ul> <p><b>Maths Lead</b></p>	
<b>Targeted Support</b>	<p>Numbots An online platform for improving understanding of number bonds and addition and subtraction facts. Initially introduced with a trial group of parents in the autumn term 2019 before rolling out across the school in spring 2020.</p>	<p>The Numbots platform had been developed by the creators of Times Tables Rock Stars. TTRS introduced last year has been effective in developing pupils' mastery of multiplication and division instant recall. Numbots will provide teachers with an additional resource to target low attainers who are missing core number sense.</p>	<ul style="list-style-type: none"> <li>• Numbots statistical analysis</li> <li>• Maths termly tracking data</li> <li>• Nfer analysis</li> <li>• Parental feedback</li> </ul> <p><b>Maths Lead</b></p>	July 2020
<b>Other approaches</b>	<p>Additional resources to ensure PP pupils have access to a number rich environment outside of school. Support will be individualised and may include the purchase of maths workbooks/activities, maths dictionaries and/or concrete resources such as place value counters or numberlines.</p>	<p>Homework completion is reduced for pupils eligible for PP and lower parental engagement with maths workshops/parents evenings.</p>	<ul style="list-style-type: none"> <li>• Parents evening/workshop registers</li> <li>• Regular parent-class teacher interaction</li> <li>• CT feedback to maths lead</li> <li>• SENDCo referral</li> </ul> <p><b>Maths Lead</b></p>	July 2020
<b>Estimated cost: 20,000</b>				

Desired Outcome	Improve pupils' emotional resilience			
	Action	Evidence/Rationale	Monitoring	Review Date
<b>Quality of teaching for all</b>	<p>Whole and key staff training to develop teachers' knowledge, skills and confidence to improve emotional resilience and regulation.</p> <p>Develop supervision and peer support mechanisms to support the wellbeing of staff dealing with pupils with social and emotional needs.</p>	<p>A high number of disadvantaged pupils are affected by developmental trauma. Research into Pivotal education - Paul Dix, When the Adults Change highlights the impact aspects may have in our school linked to our previous work on developmental trauma. We want to embed the philosophy of changing adults behaviour and restorative justice with all staff. This action is aligned with the school development plan.</p>	<ul style="list-style-type: none"> <li>● Staff skills/confidence audit</li> <li>● Learning walks/observations</li> <li>● Behaviour logs</li> </ul> <p><b>PP Lead &amp; SENDCo</b></p>	July 2020
<b>Targeted Support</b>	Learning mentor-Nurture groups	<p>Research from the EEF toolkit, shows that SEL interventions have an identifiable and significant impact on developing pupil self-esteem, emotional resilience and readiness to learn, and attainment itself (four months' additional progress on average).SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils. Nurture is an evidence based approach to supporting children's social and emotional needs (Nurture UK). The growing need for 1:1 support provided by the learning mentor has risen significantly in recent years.</p>	<ul style="list-style-type: none"> <li>● Intervention records</li> <li>● Attendance for these pupils</li> <li>● Observations of pupils' behaviour in the classroom</li> </ul> <p><b>SENDCo</b></p>	July 2020

<b>Other approaches</b>	Specialist 1:1 therapeutic support as required	There are a growing number of disadvantaged pupils having adverse childhood experiences that have a detrimental effect on their readiness to learn. There are also a significant number of families accessing Early Help.	<ul style="list-style-type: none"> <li>• Boxall assessment</li> <li>• Feedback from class teacher, therapist, learning mentor etc.</li> </ul> <p><b>PP Lead &amp; SENDCo</b></p>	July 2020
	Training of a forest school practitioner to lead provision for the next academic year 2020/21	For the past 3 years, our disadvantaged pupils have benefitted from a forest school or bushcraft course delivered by a local charity. These experiences have led to significant emotional and social gains for PP pupils. With short notice the charity notified us that they would be unable to provide these experiences for our pupils this year (19/20). As such we will be taking a long term view over the next 2 years to establish our own Forest School provision on site.	<ul style="list-style-type: none"> <li>• School council</li> <li>• Eco representatives</li> <li>• PP Governor</li> </ul> <p><b>SLT</b></p>	July 2020
<b>Estimated cost: £10,000</b>				

<b>Desired Outcome</b>	<b>Improve attendance of PP pupils</b>			
	<b>Action</b>	<b>Evidence/Rationale</b>	<b>Monitoring</b>	<b>Review Date</b>
<b>Quality of teaching for all</b>	<ul style="list-style-type: none"> <li>• Use of support agencies to provide additional support to improve attendance of vulnerable families</li> <li>• Use of legal processes for penalty notices applied</li> </ul>	Reduced school hours causes disadvantaged pupils to fall behind academically & socially as evidenced through school analysis.	<ul style="list-style-type: none"> <li>• Pupil progress meetings-monitor impact on attainment of</li> </ul>	Half termly

	consistently and fairly.		<p>disadvantaged pupils</p> <ul style="list-style-type: none"> <li>• Head teacher and office will collaborate to ensure absence is swiftly followed up</li> </ul> <p><b>Bursar/PP Lead/Head</b></p>	
--	--------------------------	--	---	--

<b>Desired Outcome</b>	<b>Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum.</b>			
	<b>Action</b>	<b>Evidence/Rationale</b>	<b>Monitoring</b>	<b>Review Date</b>
<b>Quality of teaching for all</b>	<ul style="list-style-type: none"> <li>• Letters to include information for parents about available funding. PP Lead and HT to liaise with parents regarding specific requests for funding eg residential.</li> <li>• Keep a register of disadvantaged pupils attending clubs/enrichment opportunities to ensure representation.</li> </ul>	Learning is supported by trips that are carefully planned to enhance the school's curriculum. Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential visits.	<ul style="list-style-type: none"> <li>• Office/Bursar to check eligibility and manage funding provided.</li> <li>• Class teachers to liaise with PP Lead and HT regarding potential funding opportunities</li> </ul> <p><b>Bursar/PP Lead/Head</b></p>	Termly
<b>Estimated Cost: £2,840</b>				