

Pupil Premium Impact Report 2019/20

Southbourne Junior School received £45,571 Pupil Premium funding in the year 2019-20.

Spent: £36,621

Carry forward (due to Covid pandemic): £8,950

<u>Desired outcome</u>	<u>Funding</u>	<u>Impact</u>
CPD/Action research programme for teaching staff	£1,836.21	<p>Autumn 19- Teachers identified the learning needs of their pupils for effective writing. Staff researched a variety of strategies for improving writing for their learners and produced an action plan of the strategies to be used. In some year groups the writing project is already having a positive impact, observed in lesson observations and peer reviews. The peer review enabled professional discussion and reflection of the strategies, whilst also supporting colleagues with their own professional development as they adapt their practice from the feedback. All teachers have reported the experience to be effective CPD and extremely supportive.</p> <p>Spring 20- Teachers taught alongside their peers for the second tranche of their writing projects, providing clear feedback and guidance to each other. The second meeting allowed for senior members of staff to join these sessions as part of the lesson observation cycle. It is clear that the majority of the writing projects are impacting on the children either through their understanding of purpose and audience for writing, understanding editing, creating effective sentences or improving grammar and punctuation.</p> <p>Summer 20- Teachers have shared the impact of their projects with the rest of the staff team and with governors virtually. Teachers have identified successful areas of writing to continue in specific areas across the school next academic year.</p>
<p>Improve spelling:</p> <ul style="list-style-type: none"> ● In-house TA training programme (multi sensory spellings) ● ACE spelling dictionaries ● Review potential additional interventions to complement existing provision for pupils with specific literacy 	£225 Part funded by SEN	<p>Multi-sensory spelling training took place Spring 2020, x 3 sessions. Strategies being deployed by TAs in interventions (Precision Teaching), SEN 1:1 support. Refresher training and ongoing impact monitoring to take place Autumn 2020.</p> <p>ACE dictionaries purchased Feb 2020 (x2 per year group), TA training delivered. Limited impact in time available prior to lockdown. Resource not able to be used at home during home learning. Refresher training Autumn 2020 for staff.</p>

difficulties (Unlock Learning, Nesy, IDL)		Nesy - trial completed Jan 2020. Excellent feedback on impact from pupils, staff and parents. Full membership purchased with 40 licences for Nesy Reading & Spelling and 20 licences for Nesy Fingers (touchtyping). Progress evidenced in individual pupil progress data captured on Nesy. Pupils were meeting target learning time during in school provision. Usage dropped off during home learning, despite reminders. However a small number of pupils used it regularly throughout home learning and during the summer holidays. Pupils re-baselined Sep 2020 to track progress.
Remove barriers to writing through alternative recording strategies e.g. Clicker7 (see SEN Action Plan)	£2,700	Clicker 8 purchased March 2020. Teacher and TA demo/training session delivered March 2020. Initial use by staff but impact not yet evidenced due to Lockdown. Staff directed to refresher training videos Aut 2020. Further training to be scheduled to build teacher confidence.
Book club and memorable experience eg.theatre for targeted pupils eligible for PP.	£0	Planned for summer term. Did not take place due to Lockdown.
Review potential additional interventions to complement existing provision for pupils with specific literacy difficulties (Unlock Learning, Nesy, IDL) (see SEN Action Plan)		See above re: Nesy
<p>Maths Intervention programmes</p> <ul style="list-style-type: none"> ● Breaking Barriers ● Number Sense ● Success@calculation ● Y5/6 Booster groups 	£25,791.53	<p>January 20- Success@calculation training led by the West Sussex Maths lead booked but this was unfortunately cancelled with no further dates given as yet. In house training provided for the member of staff new to delivering Success@arithmetic: calculation. It is hoped that the training will be rescheduled in the autumn term so that the teaching assistant responsible can undertake the accredited Every Child Counts course.</p> <p>Impact up to March 20 when Lockdown started.</p>
<p>Numbots</p> <p>An online platform for improving understanding of number bonds and addition and subtraction facts.</p>	£1,836.21	<p>The Maths lead initially introduced Numbots in the autumn term with a selected group of parents and children. The overall feedback was that these pupils enjoyed the fact that they were able to play with peers of a similar level as opposed to Times Tables Rockstars which is played by the whole school including more able pupils. The feeling from parents was that Numbots allowed their children to experience success on a more level playing field without the competitiveness of leaderboards and</p>

		<p>badges. As such, after discussion with staff we decided to then launch Numbots with the lowest 20% of pupils in each class. The response from these children reflected the initial findings of the pilot group. Until Lockdown they had enjoyed receiving the certificates and were making good progress through the levels (on TTRS these children found themselves 'stuck' at the lower end of the leaderboard). As a result of the school closure, staff made the collective decision to release log in details to Numbots for all pupils as it was felt that during this period away from school it would be beneficial for every child to have access to the platform.</p>
<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>	£250	<p>Additional Numicon, rods and place value counters purchased to ensure lessons are well resourced and all pupils have access to concrete apparatus on their tables.</p> <p>Times tables workbooks purchased for pupils who preferred paper based activities to learn facts at home rather than Times Tables Rockstars.</p> <p>Numicon pupil book and copymasters- a copy of each text was purchased for teachers to aid planning and support with low threat-high threshold tasks. Copymasters book has been helpful for homework as parents are provided with an easy to access lesson plan alongside the activity which provided them with the mathematical vocabulary and challenge needed to deepen their child's understanding at home.</p>
<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>	£0	<p>Autumn 19- All staff received training based on 'When the Adults Change' by Paul Dix. This was followed by a trial period where adults put into practice the new techniques of restorative conversations with the children, which has had a positive impact for the majority of cases.</p> <p>Spring 20- As the majority of training took place during the autumn term, a spring staff meeting concentrated on revisiting the training and reading from the autumn term. From this the behaviour policy was created with clear stepped boundaries made into posters. The policy was then adopted by the governing body. Staff training on peer supervision unable to go ahead due to Covid restrictions.</p> <p>Next- The behaviour policy and stepped boundaries will need to be revisited at the start of the new school year due to the long period of absence for both pupils and staff. Staff wellbeing focus in SDP.</p>

Learning mentor-Nurture groups	£1,302.27	Four Nurture groups completed their 12 week programme. Progress evidenced in their individual target areas through pupil, parent and staff questionnaires. This provision increased our capacity to support pupils with SEMH needs. Provision was halted due to Learning Mentor leaving her role Feb 2020. New Learning Mentor recruited and in post Sep 2020.
Specialist 1:1 therapeutic support as required	£275	<p>Your Space psychotherapist commissioned for 1 pupil to explore complex needs and advise on support strategies. Strategies implemented, some positive impact but complexity of case means that impact will be in long term, not short term. Provision interrupted due to school closures.</p> <p>Your Space play therapist commissioned for 12 week programme to support SEMH needs and transition to Secondary school. This was delivered virtually due to Lockdown (June-Aug 2020). Engagement affected by virtual provision rather than face to face. Awaiting final report from therapist.</p>
Training of a forest school practitioner to lead provision for the next academic year 2020/21	£1,938.83	Progress has been made towards establishing our own on site outdoor learning provision for the next academic year. February 20- HT & AHT met with Mikey Pearce, Forest School Practitioner, to discuss an action plan for staff CPD and developing the physical outdoor 'forest' area on the field. A consultancy and staff training package led by Mikey was due to commence after Easter in order to begin to run these sessions in September. Due to the current situation, the staff training will now take place in the autumn term. A large tipi from which to base outdoor learning sessions is due to be installed on the field during the summer holidays.
Subsidising Educational visit and funding access to clubs/enrichment opportunities to ensure PP pupils have access to wider curriculum.	£421.07	Given that spring/summer term clubs, trips and Year 6 Isle of Wight residential did not go ahead due to Lockdown, expenditure here is less than anticipated. In the autumn term, the year 5 residential trip to CYE for PP pupils was subsidised. Funding was also provided for 4 pupils to access an after school club these included: Theatre Arts, Football and Spanish.