



Pupil Premium Strategy Statement: Crich Junior School 2020/2021

1. Summary Information				
School: Crich Junior School				
Academic Year: 2020/21	Total PP budget: £22,966	Number of pupils eligible for PP: 26(32%)	Date of most recent PP Review: September 2020	Date for next PP strategy review: September 2021

2. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school)</i>	
A.	Emotional barriers to learning, particularly resilience for new/difficult tasks.
B.	Low ability/gaps in learning particularly in Maths concepts.
C.	Poor language/vocabulary impacting literacy skills across the curriculum
<i>External barriers (issues which also require action outside school)</i>	
D.	Family Instabilities
E.	Difficulty in affording similar opportunities to others

3. Outcomes (<i>desired outcomes and how they will be measured</i>)	Success Criteria
Increased confidence and emotional well-being among targeted children. This will result in increased engagement in lessons and resilience/behaviours for learning. This will impact positively on the quality of their work during lessons.	Learning walks show high levels of engagement and progress in lessons.
Outcomes for Pupil Premium Children are in line with non PP children.	Assessment data shows that PP children are progressing at a rate similar to non PP children in their cohort.
PP children have the same opportunities as non PP children.	PP children have taken part in the same educational

	experiences as non PP children.
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4. Planned Expenditure: academic year 2020/2021 £22,966

The headings below outline how pupil premium funding is being used to improve classroom pedagogy for all pupils and to provide targeted support for whole school strategies. Where possible targeted support for pupils is outlined but where this would identify an individual pupil/s this information is held in school rather than being published.

I. Quality of teaching for all

Desired outcome	Chosen action/approach	Evidence and rationale for this approach	Monitoring and evaluation strategies to be used to ensure effective implementation	Staff Lead	Review of implementation

PP children progress at a rate at least the same as those in their cohort. All children progress at a rate greater than the national average.	Use TA provision to enhance learning by taking booster groups, offering 1:1 targeted support where necessary. Use funds to create smaller class sizes for year groups in maths all with a TA (plus HT teaching) that allow all children to have the best opportunity to learn.	In mixed age classes, TAs are able to support the differentiation of children's learning. They also provide another body to help meet children's emotional and physical needs.	Reviews in termly assessments. Reviews through discussions with Teaching Assistants. Pupil Progress Meetings. IEP target setting	CO and class teachers.	Termly
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Total budget cost: £22,000 staffing costs

II. Targeted support

Desired outcome	Chosen action/approach	Evidence and rationale for this approach	Monitoring and evaluation strategies to be used to ensure effective implementation	Staff Lead	Review of implementation
Enable vulnerable children to take part in the full curriculum, including inspirational trips and visits, including residential. Children don't miss out on healthy opportunities other children have.	Children in receipt of pupil premium are able to apply to school for extra funding in order to subsidise trips or necessary school equipment. PP children are also able to access individual music	This enables all children to be able to access the curriculum fully - enables the school to provide a stimulating and creative curriculum. Personal motivation for learning through Music.	Discussions with staff involved. Evidenced by witnessing children who are highly motivated and enthusiastic learners.	CO	Termly

PP children have the opportunity to extend their capabilities through the learning of a musical instrument. Provide emergency Child care sessions for free to PP families enabling parent's flexibility to work	lessons for free as this enhances aspirations and learning capacity.	Healthy body is a healthy mind.			
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Total budget cost: £1,000

III. Other approaches

Desired outcome	Chosen action/approach	Evidence and rationale for this approach	Monitoring and evaluation strategies to be used to ensure effective implementation	Staff Lead	Review of implementation
Children's emotional wellbeing is enhanced and they are able to deal with difficult personal situations in a positive way.	Use of positive play to develop a safe place for children to develop emotional resilience. Use of educational psychologist services and referrals to MAT team when necessary. Provide time for staff to develop positive relationships with the children. Work closely with parents to support	Emotional wellbeing leads to better quality work and a greater resilience to deal with difficulties. Work with adults to address these needs is an important route to achieving this, as is work with the families to ensure a consistent approach is provided.	Termly review of how the children are doing.	CO CP	Termly

	home life difficulties. Staff training to help promote mental health with children and understand growth mindset.				
Total budget cost:Part of staffing costs from section 1 Quality of teaching					

5. Review of expenditure				
Previous academic year: 2019/20				
I. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact	Lessons Learned	Cost
PP children progress at a rate at least the same as those in their cohort	Use TA provision to enhance learning by taking booster groups, offering 1:1 targeted support where necessary. Employment of an additional Apprentice Teaching Assistant to provide further support to groups and to allow senior TAs to take a stronger role in supporting children.	Pupil Premium children had access to a lot of support within classes. TA training helped the quality of provision. Extra staffing helped the children's learning. All PP children progressed at a rate in line with their peers.	Mixed age classes and wide differences in attainment mean TA support in delivering a differentiated approach to teaching is essential and invaluable. Continue to provide CPD to TAs to ensure they increase their specialised knowledge and skills in curriculum areas and intervention strategies.	
II. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact	Lessons Learned	Cost

Enable vulnerable children to take part in the full curriculum, including inspirational trips and visits, including residential. Children don't miss out on healthy opportunities other children have.	Children in receipt of pupil premium are able to apply to school for extra funding in order to subsidise trips or necessary school equipment. PP children are also able to access individual music lessons for free as this enhances aspirations and learning capacity.	PP children feel fully involved in the life of the school and do not feel they miss out on any opportunities. Encouraging music lessons has also added another string to their academic bow.	Trips provide essential cultural capital for the children. Trips must include local, popular places that the PP families tend not to visit ie Chatsworth House, Museums in Nottingham/Derby to ensure they receive the same cultural capital	
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III. Other approaches

Desired outcome	Chosen action/approach	Estimated impact	Lessons Learned	Cost
Children's emotional wellbeing is enhanced and they are able to deal with difficult personal situations in a positive way.	Use of positive play to develop a safe place for children to develop emotional resilience. Use of educational psychologist services and referrals to MAT team when necessary. Provide time for staff to develop positive relationships with the children. Work closely with parents to support home life difficulties.	PP children have extremely positive relationships in school and this has been reported to us by external agencies working with the families. The children are very happy in school and have had to overcome some family instabilities this year. The actions taken have ensured they have coped well with these.	We need to constantly monitor and anticipate the emotional needs of the PP children before they become bigger issues. We need to provide a wider range of intervention strategies to meet the needs of PP children, for example more outdoor learning therapy.	

6. Additional Detail

Intervention programmes running this year.

Nessy spelling and reading (Dyslexia)

Better reading.

Precision teaching arithmetic and reading.

Typing

Positive Play

Lego therapy

Read write Inc

Draw and Talk

Elsa

Lifeboat(sounds)

Literacy for Life Spellings.

Island Adventures (phonics)

SSSEN support work.

Pre/ post lesson teaching maths and literacy.

Reading comprehensions/writing/maths boosters