

Birchwood Junior School Pupil Premium Strategy Statement 2020-2021

School overview

Metric	Data
School name	Birchwood Junior School
Pupils in school	279
Proportion of disadvantaged pupils	144 (51%)
Pupil premium allocation this academic year	£186,955 + £1,932 = £188,887
Academic year or years covered by statement	2020 - 2021
Publish date	23.10.2020
Review date	21.10.2020
Statement authorised by	Mr Matthew Davies
Pupil premium lead	Mr Matthew Davies
Governor lead	Mrs Lucia Redfern

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	TA (0.5)
Writing	TA (0.5)
Maths	TA (0.2)

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	0.1
Achieving high standard at KS2	0
Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively
Priority 2	Work with the English hub and purchase reading material to embed Teaching for Early Reading across all year groups.

Priority 3	Work with Specialist SEND school and purchase necessary/relevant skills based resources to support SEND PP Pupils.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£125,795

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 2021
Other 1	Improve attendance of disadvantaged pupils to NA average (96.5%)	Sept 21
Other 2	Improve the social and emotional behaviour and well-being of Pupil Premium children.	Sept 21
Other 3	Parents of children eligible for PP engage with their children's learning and encourage/support the high aspirations of the school.	Sept 21
Other 4	Counselling/Art Therapy services to ensure that children who are suffering a trauma receive the appropriate support.	Sept 21
Other 5	Provide children with a range of opportunities for enrichment, engagement of cultural capital throughout the Curriculum.	Sept 21
Other 6	Improve the lack of digital devices and internet to support home learning.	Sept 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	1:1 Booster Sessions Nov – Apr for PP children to booster learning by qualified teachers.

Priority 2	Tutor intervention groups to build knowledge and fill in learning gaps created by COVID-19 Pandemic.
Priority 3	Easter School Tuition
Priority 4	Access to Rising Stars Accelerated Reader quality reading resources to support with reading fluency and comprehension.
Priority 5	Devices/dongles provided for families who do not have internet access and require this provision due to home learning.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics/reading due to school closures – typically an area of weakness. Provide children with access to the internet due to blended remote learning.
Projected spending	£26, 979

Wider strategies for current academic year

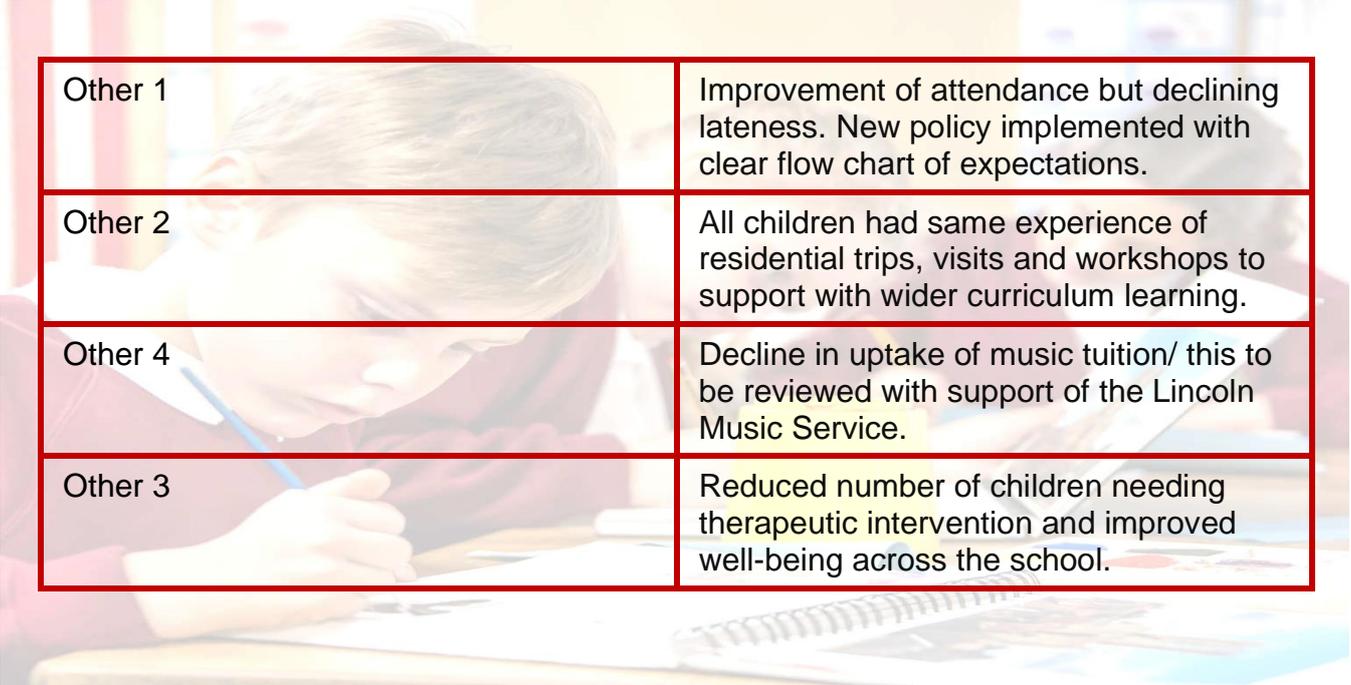
Measure	Activity
Priority 1 (Nutrition)	Milk provided free of charge for PP children.
Priority 2 (Attendance)	Sharing a part-time Parent Support Advisor with partner schools to support families with attendance and acute need.
Priority 3 (Inclusion & Behaviour)	1:1 Sport coaching across the school week to work with PP children in Key Stage 2 on self-esteem, social skills and attitude to learning.
Priority 4 (Curriculum Enrichment)	Outdoor Adventure Learning: Financial support for parents of PP children for residential visits in Y4 and Y6.
Priority 5 (Inclusion & Behaviour)	Art Therapy: Provide counselling and therapy to support with well-being/ self-esteem and self-strategies.
Priority 6 (Inclusion)	Music Tuition Improve experiences of disadvantaged pupils.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils. Improve experiences of most disadvantaged pupils.
Projected spending	£36,113

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school English-lead to screen/support small groups	English lead to be paired with Writing Moderator to support staff on a whole across school.
Wider strategies	<ul style="list-style-type: none"> Engaging the families facing most challenges. Ensure enough time for SENDCo to early identify needs/trauma. Nutrition and increased obesity Inclusion & behaviour 	<ul style="list-style-type: none"> Working closely with outreach providers/ other stakeholders to support the well-being of the children. Provision Map purchased to clearly track the support from therapeutic interventions. REST Jigsaw purchased. DHT to work with food provider to work with children and parents on providing healthier food options. Therapeutic interventions to support children with early childhood trauma.

Review: last year's aims and outcomes

Aim	Outcome
Reading progress	Improved progress since last year. As a result, early reading (RWI) implemented as well as new banding of age level texts.
Writing Progress	Improvement and continuation of a blended approach to skills and experiences within writing. Closer monitoring of wider curriculum writing skills.
Maths Progress	Steady improvement in disadvantaged pupil progress from 2019 to 2020. On track towards aim. (2020 based on TA)



Other 1	Improvement of attendance but declining lateness. New policy implemented with clear flow chart of expectations.
Other 2	All children had same experience of residential trips, visits and workshops to support with wider curriculum learning.
Other 4	Decline in uptake of music tuition/ this to be reviewed with support of the Lincoln Music Service.
Other 3	Reduced number of children needing therapeutic intervention and improved well-being across the school.