



# **Meon Junior School**

# Pupil Premium Strategy Document

2020-21



## Meon Junior School Pupil Premium Strategy Statement

### Summary information

#### What is Pupil Premium?

The Pupil Premium is a sum of money allocated to schools each year to narrow attainment gaps between pupils from low income families and their peers. It aims to provide significant funding for disadvantaged children to help close the attainment gap and promote greater progress in line with their peers. Pupil Premium is allocated to the school and is generated by children:

- Who are currently known to be eligible for free school meals (FSM)
- Who have been ‘looked after’ continuously by a local authority for more than 6 months
- Children from service families (known as the Service Premium)
- Children who have been eligible for FSM at any point in the last 6 years

The level of the premium for 2020-2021 is £1,345 per pupil fitting the criteria above for FSM children, £2,345 for Looked After Children and £310 for children from service families. From September 2012, schools are required to publish online information about how we have used the premium. This money is for schools to decide how to use but should be spent in order to improve educational attainment of children from low income families. The pupil premium has the potential to have a great impact on the attainment and future life chances of pupils.

1. Summary information					
<b>School</b>	Meon Junior School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£108,660	<b>Date of most recent PP Review</b>	July 2020

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<b>Total number of pupils</b>	344	<b>Number of pupils eligible for PP</b>	93	<b>Date for next internal review of this strategy</b>	January 2021
	<b>Free School Meals (FSM)/Ever 6</b>	<b>Service children</b>	<b>Children in care</b>	<b>Children adopted from care</b>	
<b>Number</b>	67	22	0	5	
<b>Funding</b>	£90,115	£6,820	0	£11,725	

We are not able to use 19/20 data as the Covid Lockdown prevented us from having national data for the academic year.

Current attainment (SATs 2019)				
	<i>Pupils not eligible for PP (national average- 2018)</i>	<i>Pupil eligible for PP (Meon Junior School 2018)</i>	<i>Pupil eligible for PP (Meon Junior School Provisional 2019)</i>	<i>Difference</i>
<b>% achieving in reading, writing and maths</b>	0.3	16%	52%	+36
<b>progress in reading</b>	0.2	-4.5	-3.0	+1.5
<b>progress in writing</b>	0.3	-2.7	-4.1	-1.4
<b>progress in maths</b>	67%	-4.4	-5.4	-1

NB- provisional data not yet released by DFE- school's estimations.

#### Barriers to future attainment (for pupils eligible for PP, including high ability)

Identified barriers to learning for 2020-21	
<b>School context:</b> 27% of the school's pupils on roll are disadvantaged. 19% pupils are eligible for free school meals.	
<b>A</b>	Some pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments which also impacts their ability to write.

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<b>B</b>	A significant percentage of pupils entitled to pupil premium are also on the school's SEN register 27% . This affects their learning across all curriculum areas.
<b>C</b>	Behaviour issues for a small group of pupils (many eligible for PP) are having detrimental effect on their academic progress.
<b>D</b>	Some PP children come from families who need support in understanding the importance of maintaining high expectations and setting clear boundaries.
<b>E</b>	Some children have limited resilience and have less established learning habits and attitudes
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F</b>	Attendance rates for pupils eligible for PP at Meon are historically below the national average. High levels of intervention are needed to maintain and continue to improve. Poor attendance reduces their school hours and causes them to fall behind on average
<b>G</b>	Many children are identified as needing additional support. This could be social, emotional ELSA support, support from our Early Help Lead, Safeguarding support or external agency support. Out of this group, 67.5% are disadvantaged. Complex barriers are preventing disadvantaged children's life chances.
<b>H</b>	Home factors including: <ul style="list-style-type: none"> <li>• Parental confidence and their own level of education and experience of school which can result in low parental engagement and children's readiness to learn.</li> <li>• Some pupil and parent aspirations are low resulting in children having little ambition.</li> <li>• Families' emotional and financial stability and welfare.</li> <li>• Some pupils do not get the opportunity to develop their interests or take part in clubs outside school.</li> <li>• Some children and families do not venture far from their locality.</li> </ul>
<b>I</b>	We have a high number of service premium children (22) and these children historically have needed emotional support for a number of reasons: <ul style="list-style-type: none"> <li>-Moving home regularly can leave children unsettled</li> <li>-Some children struggle with living away from parents on deployment</li> <li>-Occasionally, we may need to support children with loss and bereavement</li> </ul>
<b>2. Desired outcomes</b>	

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Desired outcomes and how they will be measured		Success criteria (By end of the academic year July 2020)	Impact of 2020-21 strategy																															
<b>A.</b>	Pupil Premium children will leave KS2 with similar outcomes to their non-disadvantaged peers.	The gaps between disadvantaged children and non-disadvantaged children will continue to diminish to enable disadvantaged children to achieve more in line with their peers (national measure).	<p>Gaps between disadvantaged and non-disadvantaged were diminishing across the school as evidenced in December and March internal data 2020. Due to Covid lockdown there has been no national testing for the past two years.</p> <p>Internal data is evidencing that in some areas gaps are closing, however in others they have increased particularly writing.</p> <p>Internal data evidence that disadvantaged pupils have achieved better attainment compared to 2019 and the school has minimised the impact of the pandemic.</p> <table border="1" data-bbox="1429 799 2134 1150"> <thead> <tr> <th>Subject</th> <th>All Pupils Entry data (KS1) % at age expectation</th> <th>All pupils Internal testing 2021 KS2 % at age expectation</th> <th>Disadvantaged pupils Entry data (KS1) % at age expectation</th> <th>Disadvantaged pupils Internal testing 2021 KS2 % at age expectation</th> <th>Disadvantaged pupils 2019 SATs results</th> <th>Disadvantaged pupils 2018 SATs results</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>79%</td> <td>76%</td> <td>64%</td> <td>57%</td> <td>55%</td> <td>47%</td> </tr> <tr> <td>Writing</td> <td>70%</td> <td>77%</td> <td>50%</td> <td>57%</td> <td>73%</td> <td>74%</td> </tr> <tr> <td>Maths</td> <td>78%</td> <td>77%</td> <td>59%</td> <td>57%</td> <td>55%</td> <td>47%</td> </tr> </tbody> </table>				Subject	All Pupils Entry data (KS1) % at age expectation	All pupils Internal testing 2021 KS2 % at age expectation	Disadvantaged pupils Entry data (KS1) % at age expectation	Disadvantaged pupils Internal testing 2021 KS2 % at age expectation	Disadvantaged pupils 2019 SATs results	Disadvantaged pupils 2018 SATs results	Reading	79%	76%	64%	57%	55%	47%	Writing	70%	77%	50%	57%	73%	74%	Maths	78%	77%	59%	57%	55%	47%
Subject	All Pupils Entry data (KS1) % at age expectation	All pupils Internal testing 2021 KS2 % at age expectation	Disadvantaged pupils Entry data (KS1) % at age expectation	Disadvantaged pupils Internal testing 2021 KS2 % at age expectation	Disadvantaged pupils 2019 SATs results	Disadvantaged pupils 2018 SATs results																												
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<b>B.</b>	Improve spoken language and enrich the vocabulary of disadvantaged groups. To enrich reading experiences and teach greater reading fluency and comprehension skills.	Differences will diminish (will decrease from 2019 national measure) between disadvantage and non-disadvantaged children in reading. KS2 reading results will improve on last set of data.	<p>SATs week was conducted in school with the usual rigour using 2019 papers. The school submitted this test data to local authority for analysis.</p> <table border="1" data-bbox="1429 1374 2134 1406"> <tr> <td>Disadvantaged pupils Reading Results</td> </tr> </table>				Disadvantaged pupils Reading Results																											
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			Year	2017/2018	2018/2019	2020/2021
			Nos of pupils	18	22	20
			Reading progress	-5.4	-3.0	-1.1
<b>C.</b>	Disadvantaged children will better access taught learning habits and apply these habits and increasing resilience to their learning and wider experiences.	School research will highlight how disadvantaged children are able to better access taught learning habits. Building resilience will allow children the ability to better grapple with learning and face learning challenges with increasing confidence. This will be noted by external evaluations.	Disadvantaged Pupils Reading Results			
			Year	2017/2018	2018/2019	2020/2021
			Pupils	18	22	20
			Reading Progress	-5.4	-3.0	-1.1
			Writing Progress	-2.7	-4.1	-0.8
			Maths progress	-4.4	-5.4	-0.5
<p><i>MJS's curriculum is clearly mapped and underpinned by research and embraces knowledge / skills, deliberate practice and learning habits, memory and schema development, and thinking tools. Together this acts to operationalise the school's mission and include the recognition of close links between emotional wellbeing and academic achievement, encouragement of ambition, curiosity, positivity and resilience and parental engagement. (Thinking Accreditation report, Exeter University October 2021)</i></p>						
<b>D.</b>	SEND group to make expected and better progress. SEND provision meets individual needs.	Yr 3 SEND PP group to make good or better progress. Teachers have heightened awareness of multiple barriers through robust tracking systems for SEND children.	SEND Pupils Reading Results			
			Year	2018/2019	2020/2021	
			Pupils	12	10	
			Reading progress	-7.1	-6.8	
			Writing progress	-8.6	-5.8	
			Maths progress	-5.1	-5.2	
<b>E.</b>	Increased attendance of disadvantaged pupils.	Attendance of disadvantaged pupils is in line with non-disadvantaged (school measure as national data comes much later in the year).	Disadvantaged pupil attendance: 93.95%			
			Non-disadvantaged pupil attendance: All pupils attendance 96.36%			
			Data for all persistently absent pupils:			

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			<table border="1"> <tr> <td>2016/17</td> <td>9%</td> </tr> <tr> <td>2017/18</td> <td>11.1%</td> </tr> <tr> <td>2018/19</td> <td>7.5%</td> </tr> <tr> <td>2019/20</td> <td>8.1%</td> </tr> <tr> <td>2020/21</td> <td>6.67%</td> </tr> </table> <p>Remote learning attendance during lockdown:</p> <table border="1"> <thead> <tr> <th>Year Group:</th> <th>% cohort (Remote or in school)</th> <th>% PP (Remote or in school)</th> <th>% SEND (Remote or in school)</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>99%</td> <td>98%</td> <td>100%</td> </tr> <tr> <td>4</td> <td>96%</td> <td>93%</td> <td>88%</td> </tr> <tr> <td>5</td> <td>97%</td> <td>98%</td> <td>96%</td> </tr> <tr> <td>6</td> <td>97%</td> <td>98%</td> <td>98%</td> </tr> </tbody> </table>	2016/17	9%	2017/18	11.1%	2018/19	7.5%	2019/20	8.1%	2020/21	6.67%	Year Group:	% cohort (Remote or in school)	% PP (Remote or in school)	% SEND (Remote or in school)	3	99%	98%	100%	4	96%	93%	88%	5	97%	98%	96%	6	97%	98%	98%
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<b>F.</b>	To eliminate or reduce safeguarding concerns raised by the school and promote safe and stable homelife. Offer a wider support network to both the child and the family.	Case studies will highlight how children have continued to learn and make expected and better progress. Also, how children feel safe and supported at school as well as increased engagement of parents in school life.	School has evidence through case studies that the impact of school support has improved attendance and punctuality. The school has had significant successes with pupils who have demonstrated school refusal due to the impact of lockdown.																														
<b>G.</b>	Disadvantaged children have equal life chances as non-disadvantaged children.	Case studies will demonstrate how the school has support its vulnerable families to improve children's life chances	Staff work closely with parents to help keep pupils safe. Leaders know pupils' families well. They identify and tackle concerns promptly, so that they are dealt with quickly and effectively. When the need arises, leaders work with external agencies to support pupils' well-being. (Ofsted September 2021)																														

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<b>H.</b>	Service Premium Children to have emotional needs supported in order to get best possible outcomes in learning.	Attainment and progress of Service families will be in line with or above national expectations.	Internal data evidence that service family pupils' attainment is in line with attainment of non-service family pupils.
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4. Planned expenditure					
Planned activity	Cost	Reason for the approach	How the impact will be measured and reviewed	Staff lead/s	Impact of 2020-21 strategy
Termly pupil progress meeting and SLT book looks for every child 	£12,000 % HLTA	Collaborative meetings with SLT and class teacher, to carefully track monitor the needs of individuals. Planned interventions and target setting for disadvantaged children not on track. Invention led by BSO, attendance officer, ELSA and SENCO.	Termly meeting, monitoring schedule, appraisal process, data collation, reviewing the impact of interventions.	SLT	Monitoring activities took place throughout the year including remote learning provision. Disadvantaged pupils have been a key focus for all monitoring. Strengths and development areas were identified with clear actions, evidenced in SLT minutes.  Termly pupil progress meeting took place and had a focus on disadvantaged pupils.
Introduce PIXL interventions 	£13,000 % HLTA and £1,250 resource	PIXL is a non-profit partnership of over 1,600 secondary and 600 primary schools, sharing best practice.	PIXL interventions in Year 6. Deliver as a whole class catch up approach and group and individual intervention.	CB	Pixl interventions were used by mentors and as interventions to address gaps in learning.  There is no end of year data to evidence progress made.
Targeted intervention and support for pupils 	£13,000 % HLTA and TA	Research led high quality intervention to close the gap for disadvantaged pupils	Reading catch up interventions Mind the gap interventions Targeted in class support	LB	Year group action plans identified from data analysis pupils off track. Interventions were put in place to close the gap. There is no end of year data to evidence progress made.

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<p>Subject leaders to be given high quality CPD and quality time for monitoring and improvement.</p> <p><b>A B C D G</b></p>	<p>HLTA cover % £12,000</p> <p>£1500.00 % of TLR</p>	<p>Subject leaders will raise the curriculum profile. Resulting in subjects being better planned, whole school differentiation, better resourcing, better monitoring and better pupil engagement. For maths and English, half termly cluster groups offering CPD and a chance to share good practice and learn from the best practice of others.</p>	<p>Set subject leaders expectations from September. Introduce adapted monitoring and new collective topic books and non-negotiables to raise the profile of non-core subjects. Monitor and report to Head Teacher to inform the appraisal process.</p>	<p>SP</p>	<p>Subject leaders for all subjects are clear on their intent, implementation and expected impact for their subject. This is evidenced in their digital files. Subject leaders receive dedicated release time with the curriculum leader to ensure impact of monitoring and actions on quality of teaching and learning.</p>
<p>Develop teachers further through sharing of good practice and individualised support</p> <p><b>A B C D</b></p>	<p>£13,000 % of HLTA's</p>	<p>Peer observations, bespoke support, coaching, guidance and support.</p>	<p>Increased opportunity to share good practice and provide coaching, support and guidance.</p>	<p>SLT</p>	<p>Peer observations used regularly to support the development of NQTs and developing teachers.</p> <p>Year leaders impact well on the quality of teaching through coaching, guidance and support.</p>
<p>Improve SEND provision.</p> <p>Disadvantaged SEND group to make expected and better progress.</p> <p><b>A B C D G</b></p>	<p>% of SENCo wage £11,724</p>	<p>SEND provision meets individual needs.</p>	<p>SENCO to closely monitor the class provision of disadvantaged SEND children. SEND plan identifies barriers to learning and the support to be put in place.</p>	<p>LB</p>	<p>Year group action plans were implemented.</p> <p>SEND pupils were tracked by the SENCO through provision mapping. In-school reviews in Autumn and Spring with the SENCO and an educational psychologist addressed barriers to learning and put personalised actions into place.</p>

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					5/6 pupils with EHCPs attended school during lockdown. 1 pupil received 1:1 digital live lessons.								
<p>Pastoral Leader</p> <table border="1" data-bbox="127 427 495 483"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> <td>G</td> <td>H</td> </tr> </table>	A	B	C	D	E	F	G	H	<p>% of ELSA wage £4,606</p>	<p>Our pastoral leader ensures families are supported and Social Care targets achieved. Time is also available for our looked after children.</p>	<ul style="list-style-type: none"> <li>Families are better supported which will impact positively on pupils' readiness to learn at school.</li> <li>Teacher's time is freed up to teach.</li> <li>Outcomes of our looked after children.</li> </ul>	SK	<p>Pupil premium pupils were supported by the pastoral leader through, group or individual support programmes, drop-in sessions and check ins. As well as regular liaison between, teachers, parents and professionals.</p> <p>Weekly calls home to support families during lockdown and home visits when necessary.</p> <p>Staff work closely with parents to help keep pupils safe. Leaders know pupils' families well. They identify and tackle concerns promptly, so that they are dealt with quickly and effectively. When the need arises, leaders work with external agencies to support pupils' well-being. (Ofsted report Oct 2021)</p>
A	B	C	D	E	F	G	H						
<p>Behaviour Support Officer</p> <table border="1" data-bbox="127 1236 495 1292"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> <td>G</td> <td>H</td> </tr> </table>	A	B	C	D	E	F	G	H	<p>% of BSO wage £15,000</p>	<p>Pupil who struggle with behaviour are given support and intervention.</p>	<ul style="list-style-type: none"> <li>Pupils are mentored in learning behaviour within the classroom.</li> <li>Families are supported to develop strategies to support positive behaviour.</li> </ul>	New appointment	<p>Regular review of behaviour policy and code of conduct and procedures.</p> <p>Interventions for groups and individuals to reflect on behaviour.</p>
A	B	C	D	E	F	G	H						

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			<ul style="list-style-type: none"> <li>• The school has a strong behaviour policy that is inclusive and supportive and recognised all behaviour is communication.</li> <li>• Pupils are supported at lunchtime to have increased control of their behaviour.</li> <li>• Behaviour surgeries for teachers so that they can be pro-active before an issue becomes more serious.</li> </ul>		<p>Pupil premium pupils received support and intervention from the behaviour lead.</p> <p>In school reviews in Autumn and Summer with the SENCO and a multi-agency behaviour support professional addressed barriers to learning and put personalised actions into place.</p> <p>School uses a restorative approach to manage and improve behaviour recognised in the Portsmouth Restorative City award May2020.</p> <p>Attachment awareness training completed by staff with positive feedback from all staff. The project was not able to be completed this year but will continue into next year.</p>								
<p>Attendance officer-partnership</p> <table border="1" data-bbox="127 1182 490 1238"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> <td>G</td> <td>H</td> </tr> </table>	A	B	C	D	E	F	G	H	<p>% of attendance officer and services</p> <p>£4,520</p>	<p>Attendance officer to check attendance daily and closely monitor PP attendance rates. Meet with parents and offer support. Rewards for good attendance given out termly.</p>	<p>Attendance of disadvantaged group will improve closer to national.</p>	<p>AS</p>	<p>Trend of improvement was continuing for disadvantaged pupils.</p> <p>All persistently absent pupils have been identified on an action plan. All have either attended, been visited or had good engagement in home learning in preparation for schools re-opening in March 2021</p>
A	B	C	D	E	F	G	H						

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					and return to school September 2021.
<p>Whole school experiences- trips, uniform</p> <p>A B C D E F G H</p>	<p>subsidizing trips</p> <p>£1000</p>	<p>Providing for children’s all round development by widening life experiences and promoting other interests.</p>	<p>Increase breadth and opportunity of children’s life experiences which impact on learning. Including trips to museums, theatre, camping, uniform and residential visits.</p>	<p>SP, CT</p> <p>EH</p>	<p>School provided uniform, subsidised trips for vulnerable pupils.</p> <p>All disadvantaged pupils have the opportunity to attend a variety of trips in summer, including residential</p>
<p>Parent engagement</p> <p>E F G</p>	<p>£1000 planning time</p>	<p>Engaging parents and supporting their aspirations through effective communication, planned events and teacher relationships.</p>	<ul style="list-style-type: none"> <li>• Half termly open afternoon for parents to come into school to celebrate pupils learning.</li> <li>• School Events to bring the community together – McMillan Coffee Morning, etc..</li> <li>• Termly Parent’s Meetings</li> <li>• School nurse 4 weekly</li> </ul>	<p>Year Leaders and SLT</p>	<p>School fundraising events took place and were well attended.</p> <p>Strong communication from the school during lockdown, evidenced in positive comments from parents.</p> <p>Virtual events used to bring the school together as a community – sports day, disco and year 6 leavers assembly.</p>
<p>ELSA support for Service children</p> <p>I</p>	<p>£4,606</p>	<p>Elsa with work on a referral basis with children who need support with the effects of high mobility/living apart from family members and sometimes loss/bereavement work.</p>	<p>Referrals to ELSA to be tracked and monitored.</p>	<p>SK</p>	<p>Pupil premium pupils were supported by the pastoral leader through, group or individual support programmes, drop-in sessions and check ins. As well as regular liaison between, teachers, parents and professionals.</p>

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					Weekly calls home to support families during lockdown and home visits when necessary.								
<p>Nurture room</p> <table border="1" data-bbox="127 427 495 483"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td><td>H</td> </tr> </table>	A	B	C	D	E	F	G	H	<p>% ELSA wage £4,606</p>	<p>ELSA will run nurture and intervention groups. Emotional needs will be met and taught alongside targeting progress in learning.</p>	<p>Progress and attainment of the group. Both academic and SEMH.</p>	<p>SK</p>	<p>Lego therapy took place to develop recall, comprehension and social skills.</p> <p>Wobble group to support pupils with anxiety, 2x 6-week programme completed.</p>
A	B	C	D	E	F	G	H						
<p>Free Milk</p> <table border="1" data-bbox="127 627 271 683"> <tr> <td>A</td><td>G</td><td>F</td> </tr> </table>	A	G	F	<p>£400</p>	<p>If children are hungry they will find it harder to concentrate or manage their behaviour for learning.</p>	<p>Financial support for Pupil premium pupils to receive free milk each day.</p>	<p>Admin</p>	<p>All pupil premium received the offer of free milk.</p>					
A	G	F											
<p>Keep up-to-date with research.</p> <table border="1" data-bbox="127 858 495 914"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td><td>H</td> </tr> </table>	A	B	C	D	E	F	G	H	<p>£350</p>	<p>Continue to keep abreast with latest research and studies of schools who have effectively supported Pupil Premium. Develop understanding and practice to narrow attainment gaps</p>	<p>Continue with the initiative 'Excellence for Everyone: A Whole School Approach' by Challenge partners</p>	<p>LR</p>	<p>Did not take place due to the impact of the pandemic.</p>
A	B	C	D	E	F	G	H						
<p>Educational Psychologist and MABS (behaviour support)</p> <table border="1" data-bbox="127 1129 495 1185"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td><td>H</td> </tr> </table>	A	B	C	D	E	F	G	H	<p>£1,000 MABS costs £1,000 Ed Psych cost</p>	<p>Early intervention for pupils with high quality support for school staff and families</p>	<p>Termly in school review meetings with EP, MABS, SENCO and class teacher will ensure more pupils have impact from intervention.</p>	<p>SH/LB</p>	<p>In-school reviews in Autumn and Spring with the SENCO and a multi-agency behaviour support teacher advisor addressed barriers to learning and put personalised actions into place.</p> <p>Families supported by MABS family practitioner. This continued by phone throughout lockdown.</p>
A	B	C	D	E	F	G	H						

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<b>Total budgeted cost</b>	For further information, please contact Jan Attrill- 02392 732844	<b>£115,562.00</b>
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