



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					
School	Meon Junior School				
Academic Year	2020-21	Total PP budget	£108,660	Date of most recent PP Review	July 2020
Total number of pupils	344	Number of pupils eligible for PP	93	Date for next internal review of this strategy	January 2021
	Free School Meals (FSM)/Ever 6	Service children	Children in care	Children adopted from care	
Number	67	22	0	5	
Funding	£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.

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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>
% achieving in reading, writing and maths	0.3	16%	52%	+36
progress in reading	0.2	-4.5	-3.0	+1.5
progress in writing	0.3	-2.7	-4.1	-1.4
progress in maths	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	
School context: 27% of the school's pupils on roll are disadvantaged. 19% pupils are eligible for free school meals.	
A	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.
B	A significant percentage of pupils entitled to disadvantaged are also on the school's SEN register 27% . This affects their learning across all curriculum areas.
C	Behaviour issues for a small group of pupils (many eligible for PP) are having detrimental effect on their academic progress.
D	Some PP children come from families who need support in understanding the importance of maintaining high expectations and setting clear boundaries.
E	Some children have limited resilience and have less established learning habits and attitudes
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F	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


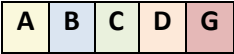

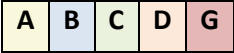
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G	<p>Many children are identified as needing additional support. This could be social, emotional ELSA support, support from our Early Help Lead, Safeguarding support or external agency support. Out of this group, 67.5% are disadvantaged. Complex barriers are preventing disadvantaged children's life chances.</p>										
H	<p>Home factors including:</p> <ul style="list-style-type: none"> • 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. • Some pupil and parent aspirations are low resulting in children having little ambition. • Families' emotional and financial stability and welfare. • Some pupils do not get the opportunity to develop their interests or take part in clubs outside school. • Some children and families do not venture far from their locality. 										
I	<p>We have a high number of service premium children (22) and these children historically have needed emotional support for a number of reasons:</p> <ul style="list-style-type: none"> -Moving home regularly can leave children unsettled -Some children struggle with living away from parents on deployment -Occasionally, we may need to support children with loss and bereavement 										
2. Desired outcomes											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;"><i>Desired outcomes and how they will be measured</i></th> <th style="width: 33%;"><i>Success criteria</i> (By end of the academic year July 2020)</th> <th style="width: 33%;"><i>Impact of 2020-21 strategy</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="114 1002 734 1166"> <p>A. Pupil Premium children will leave KS2 with similar outcomes to their non-disadvantaged peers.</p> </td> <td data-bbox="734 1002 1413 1166"> <p>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> </td> <td data-bbox="1413 1002 2145 1166"></td> </tr> <tr> <td data-bbox="114 1166 734 1358"> <p>B. Improve spoken language and enrich the vocabulary of disadvantaged groups. To enrich reading experiences and teach greater reading fluency and comprehension skills.</p> </td> <td data-bbox="734 1166 1413 1358"> <p>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> </td> <td data-bbox="1413 1166 2145 1358"></td> </tr> </tbody> </table>			<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i> (By end of the academic year July 2020)	<i>Impact of 2020-21 strategy</i>	<p>A. Pupil Premium children will leave KS2 with similar outcomes to their non-disadvantaged peers.</p>	<p>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>		<p>B. Improve spoken language and enrich the vocabulary of disadvantaged groups. To enrich reading experiences and teach greater reading fluency and comprehension skills.</p>	<p>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>	
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C.	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.	
D.	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.	
E.	Increased attendance of disadvantaged pupils.	Attendance of disadvantaged pupil is in line with non-disadvantaged (school measure as national data comes much later in the year).	
F.	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.	
G.	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	
H.	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.	




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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	
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	
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	
Subject leaders to be given high quality CPD and quality time for monitoring and improvement. 	HLTA cover % £12,000 £1500.00 % of TLR	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	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.	SP	

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		and learn from the best practice of others.			
<p>Develop teachers further through sharing of good practice and individualised support</p> <p>A B C D</p>	£13,000 % of HLTA's	Peer observations, bespoke support, coaching, guidance and support.	Increased opportunity to share good practice and provide coaching, support and guidance.	SLT	
<p>Improve SEND provision.</p> <p>Disadvantaged SEND group to make expected and better progress.</p> <p>A B C D G</p>	% of SENCo wage £11,724	SEND provision meets individual needs.	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.	LB	
<p>Pastoral Leader</p> <p>A B C D E F G H</p>	% of ELSA wage £4,606	Our pastoral leader ensures families are supported and Social Care targets achieved. Time is also available for our looked after children.	<ul style="list-style-type: none"> Families are better supported which will impact positively on pupils' readiness to learn at school. Teacher's time is freed up to teach. Outcomes of our looked after children. 	SK	
<p>Behaviour Support Officer</p> <p>A B C D E F G H</p>	% of BSO wage £15,000	Pupil who struggle with behaviour are given support and intervention.	<ul style="list-style-type: none"> Pupils are mentored in learning behaviour within the classroom. Families are supported to develop strategies to support positive behaviour. The school has a strong behaviour policy that is inclusive and supportive and recognised all behaviour is communication. 	New appointment	

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			<ul style="list-style-type: none"> Pupils are supported at lunchtime to have increased control of their behaviour. Behaviour surgeries for teachers so that they can be pro-active before an issue becomes more serious. 		
Attendance officer-partnership 	% of attendance officer and services £4,520	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.	Attendance of disadvantaged group will improve closer to national.	AS	
Whole school experiences-trips, uniform 	subsidizing trips £1000	Providing for children's all round development by widening life experiences and promoting other interests.	Increase breadth and opportunity of children's life experiences which impact on learning. Including trips to museums, theatre, camping, uniform and residential visits.	SP, CT	
Parent engagement 	£1000 planning time	Engaging parents and supporting their aspirations through effective communication, planned events and teacher relationships.	<ul style="list-style-type: none"> Half termly open afternoon for parents to come into school to celebrate pupils learning. School Events to bring the community together – McMillan Coffee Morning, etc.. Termly Parent's Meetings School nurse 4 weekly 	EH	Year Leaders and SLT

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<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>Nurture room</p> <p>A B C D E F G H</p>	<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>Free Milk</p> <p>A G F</p>	<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>Keep up-to-date with research.</p> <p>A B C D E F G H</p>	<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>Educational Psychologist and MABS (behaviour support)</p> <p>A B C D E F G H</p>	<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>Total budgeted cost</p>	<p>For further information, please contact Jan Attrill- 02392 732844</p>				<p>£115,562.00</p>