



## Cam Woodfield Junior School's Pupil Premium Action Plan 2020-2021



Cam Woodfield Junior School's Pupil Premium Action Plan 2020-2021					
Pupil Premium Profile					
<b>Number of pupils in the school:</b> 185	<b>Number of eligible pupils:</b> 45 (24%) updated Sept 2020	<b>Total pupil premium budget:</b> 54,695	<b>Amount per pupil:</b> 1,345	<b>Gender</b>  36% Girls (16/45)  64% Boys (29/45)	
<b>Term of Birth (Rounded to the nearest %)</b> 18% Spring 51% Summer 31% Autumn	<b>Year Group (Rounded to the nearest %)</b> Y4= 27% 12/45 Y5= 27% 12/45 Y3= 16% 7/45 Y6= 31% 14/45	<b>% of pupils that are also SEND</b>  51% (23/45)	<b>Date of Review:</b> May 2021	<b>Final Review:</b>  July 2021	
Summary					
<ul style="list-style-type: none"> <li>● Pupil Premium Grant has been used to support the academic, behaviour and emotional interventions within the school as well as giving eligible pupils the opportunities in and outside the classroom.</li> <li>● The school is situated in an area that is in the highest 10% deprivation in Gloucestershire and 20% Nationally.</li> <li>● 51% of pupils who are eligible for Pupil Premium are summer born.</li> <li>● Over the last year there has been real success on how the school has mapped out pastoral provision to support pupils whose barrier to learning is both behaviour and emotional needs. Using such programmes as the Thrive programme and Lego Therapy, has helped pupils to reengage with learning and considerably reduce the number of behaviour and emotional incidents.</li> <li>● The school has also engaged with external providers with expertise that target certain pupils' emotional challenges and trauma. The school have identified certain pupils that will benefit from other professionals' support. GL11 and play therapists.</li> <li>● The school still needs to work upon narrowing the gap between pupils eligible for Pupil Premium Grant and Non – Eligible Pupils, in both English and maths outcomes, and this trend is across the school.</li> </ul> <p><i>The following action plan highlights the school's intention to address these issues but also understands how important it is to give pupils opportunities and support alongside their peers, making sure that being categorised as a group, does not become a barrier in itself.</i></p> <p><b>The aim of this action plan is to achieve the following:</b></p> <ul style="list-style-type: none"> <li>● Reduce attainment gap between the school's PP pupils and others nationally by 10 percentage points in KS2 Results.</li> <li>● Raise the progress for Pupil Premium Grant eligible pupils, in relation to their KS1 starting points.</li> <li>● Pupil Premium funding is deployed effectively to support and raise standards for eligible pupils – impact is demonstrated both in academic and pastoral outcomes.</li> <li>● Pupils eligible for Pupil Premium Grant demonstrate an enjoyment for learning.</li> <li>● Pupils eligible for Pupil Premium Grant demonstrate confidence and self-esteem.</li> <li>● Pupils eligible for Pupil Premium Grant are aspirational in their thinking and self-aware of their talents.</li> </ul>					
Current Attainment					
		<b>Pupils Eligible for Pupil Premium Grant = 13 pupils in Y6</b>	<b>Pupils Not Eligible for Pupil Premium Grant = 38</b>		
<b>Predicted Y6 (2021) % reached the expected standard in Reading, Writing &amp; Maths.</b>		Reading 46%, Writing 38%, Maths 46% Combined : R/W/M 38%	Reading 71%, Writing 66%, Maths 66% Combined : R/W/M 66%		
<b>Y6 (2021) % reached the expected standard in Reading, Writing &amp; Maths in Y2 KS1 SATs.</b>		Reading 54%, Writing 46%, Maths 77% R/W/M: 38%	Reading 74%, Writing 63%, Maths 63%		



## Cam Woodfield Junior School's Pupil Premium Action Plan 2020-2021



Actions	Outcomes and success criteria	Owner	Milestones	Completed	Review date May 2021
<p>TAs Delivering Phonics screening in Y3 &amp; Y4.</p>	<ul style="list-style-type: none"> <li>● Y3 &amp; Y4 Pupils' phonological level is identified and targeted through precision teaching.</li> <li>● Interventions in place to support pupils who struggle with decoding and fluency in reading.</li> <li>● A wide range of resources is accessible to pupils and in place to support pupils' progress in phonics.</li> <li>● Phonics Screening and precision teaching Reduce the number of children entering year 5 + with poor phonics knowledge.</li> <li>● Pupils' decoding and fluency improves in reading.</li> <li>● Pupils' demonstrate good phonological achievement and understanding.</li> <li>● The amount of pupils entering CWJS with low phonically decoding skills will be reduced significantly.</li> </ul>	<p>English Subject Leader / SENDCo</p>	<p>Screening tool: Phonics Passports used to identify pupils requiring intervention.</p>	<p>September 2020</p>	<p>September 2020 &amp; March 2021. It was noted that there are 18% of children across the school with 5% PP that require intervention.</p>
			<p>Trained TA/s is identified in carrying out screening and running phonics intervention – precision teaching.  Feeding back assessments to teacher, English SL and SENDCo</p>	<p>October 2020</p>	<p>Whole school phonic screening took place and found a deficit in LKS2.  Daily English teaching has now 4 x sessions of phonics lessons for children who have been identified in need of support in this areas. These sessions last 15mins per day and are linked to their spellings and handwriting targets. Pupils return to whole class reading session after each phonics input. Using the principles of VIPERS to support learning in interventions.</p>
			<p>Whole school Phonics training</p>	<p>Jan 2021</p>	<p>Delivered during Jan INSET day to all members of staff.</p>
			<p>English leader to source quality KS2 reading books that support pupils' phonic understanding and progress.</p>	<p>Feb 2021</p>	<p>2.5K spent on further quality reading books for pupils with a range of decodable books to support phonological skills.</p>
			<p>English Subject Leader and SENDCo to liaise with CWIS and work out a phonics programme</p>	<p>July 2021</p>	<p>Ongoing</p>



## Cam Woodfield Junior School's Pupil Premium Action Plan 2020-2021



			that will help retain pupils' phonological learning by the time they reach CWJS in Y3.		
SLT to provision map interventions to support pupils' learning needs in Reading, Writing and Maths.	<ul style="list-style-type: none"> <li>● Quality first good teaching.</li> <li>● Teaching Assistants are trained and deployed effectively to lead interventions.</li> <li>● Reading interventions target and improve fluency in reading – PP standards improve from entry data. Target &gt;8 points progress.</li> <li>● Maths interventions target and improve reasoning and fluency in mathematics - PP standards improve from entry data. Target &gt;8 points progress.</li> <li>● Writing interventions support pupils' basic skills and as a result improves the quality of writing. PP standards improve from entry data. Target &gt;8 points progress.</li> <li>● Accelerated progress is demonstrated by pupils attending interventions.</li> <li>● The gap is narrowing.</li> </ul>	Deputy Headteacher & SENDCo	Set up provision map that identifies the need across the school.	October 2020	Provision map in place and scaled down to reflect gap analysis across the school. <ul style="list-style-type: none"> <li>● TAs are effectively deployed to address and lead Maths, Reading Writing interventions across the school.</li> <li>● These interventions are in lesson time as well as pre teaching and MOT sessions.</li> </ul>
			Monitor & review impact – readjust if required.	Sept 2020	Termly
			Accelerated progress is demonstrated by pupils attending interventions. Data proves that the gap is narrowing.	Termly	May 2021 Non SEND PP pupils are closing the gap in writing and maths against Non- PP Pupils across the school. The figures below are Non SEND PP Pupils Vs Non SEND & Non PP Premium Pupils are as follows:  PP Reading 62% on Track ; Non PP 83% on Track (a gap of 21%)  PP Writing 62% on Track ; Non PP 69% on Track (a gap of 7%)



## Cam Woodfield Junior School's Pupil Premium Action Plan 2020-2021



					<p>PP Maths 67% on Track ; Non PP 74% on Track (a gap of 7%)</p> <p>July 2021:</p> <p>PP Reading: 47% / Non SEND PP:79% compared to Non PP: 73%</p> <p>PP Writing: 40% % / Non SEND PP:71% compared to Non PP: 66%</p> <p>PP Maths:47% % / Non SEND PP:71% compared to Non PP: 69%</p> <p>NON SEND PP pupils achieved in line or above their peers.</p>
			Teaching Assistant training in place to support high quality delivery and learning for pupils.	Dec 2020	Recent SLT monitoring has confirmed that there is effective TA deployment across the school and the delivery from TAs is of high quality – reinforcing the teaching and learning in relation to the teachers.
Pupil & Parent Support Advisor leading Online Parenting Courses	<ul style="list-style-type: none"> <li>● Improved relationships with their child.</li> <li>● Strategies for positive parenting and positive discipline.</li> <li>● Reflect on their goals and that of the family.</li> <li>● Promoting parental self-care.</li> <li>● Parents' concerns that have been heightened by COVID-19 are addressed during sessions.</li> </ul>	Parent & Pupil Support Advisor	Set up online sessions and invite parents to the parenting plus programme.	Jan 2021	ONGOING – review after COVID lockdown July 2021
			Continuation of training for new cohorts of	June 2021	



## Cam Woodfield Junior School's Pupil Premium Action Plan 2020-2021



			parents to access in the summer term.		
Pastoral Team provision mapping interventions to support pupils' emotional and behavioural needs.	<ul style="list-style-type: none"> <li>● Pupils' SEMH concerns that have been caused by COVID-19 are supported and addressed with quality pastoral interventions.</li> <li>● Provision map in place to address the need in the school.</li> <li>● External professionals are sourced to provide expertise e.g. play therapy and counselling.</li> <li>● Behavioural incidents decrease.</li> <li>● Pupils' confidence and self-esteem improves.</li> <li>● Emotional and behavioural needs become less of a barrier to learning.</li> </ul>	Deputy Headteacher & SENDCo	Assessment of need compiled and circulated to staff.	September 2020	Targeted intervention: Thrive, Build Happy, Family Support, Lunchtime support, Checkins, Time to talk, Canine Therapy, Play therapy Play Glos, Young Carers & Counselling. <ul style="list-style-type: none"> <li>● 16 Y3s accessing a total of 23 Sessions</li> <li>● 11 Y4s accessing a total of 15 Sessions</li> <li>● 11 Y5s accessing a total of 21 Sessions</li> <li>● 17 Y6s accessing a total of 27 Sessions</li> </ul> All children received a wellbeing pack during the January Lockdown period.
			External expertise in place	September 2019	
			A variety of interventions in place to address need e.g. Thrive, Lego Therapy, Canine Therapy, counselling, play therapy.	September –October 2020	
			Identify and target children who need to intervention with social skills e.g. dealing with friendships	September – October	
A day to celebrate at CWJS.	<ul style="list-style-type: none"> <li>● Children experience a special celebration day at school that replicates elements of Christmas day traditions.</li> <li>● Children who do not celebrate Christmas will have the opportunity to choose a range of activities to enjoy.</li> <li>● Children will experience a day to remember – creating wellbeing memories.</li> <li>● Enjoyment experienced by all children.</li> </ul>	Headteacher	Arrange activities for the special day for all children to enjoy. <ul style="list-style-type: none"> <li>● Present – wrapped age appropriate reading book.</li> <li>● Party bag filled with surprises.</li> <li>● Online pantomime.</li> <li>● Children attend school in their party clothes.</li> </ul>	Dec 2020	All Children received a Christmas present and party.  Online pantomime was watched by all pupils in the school.



## Cam Woodfield Junior School's Pupil Premium Action Plan 2020-2021



			<ul style="list-style-type: none"> <li>Class bubbles parties.</li> </ul>		
Supporting families e.g. uniform, foodbank and trips	<ul style="list-style-type: none"> <li>Uniform provided for eligible pupils.</li> <li>Support is in place to fund educational trips / visitors</li> <li>Families identified and supported with foodbank vouchers / hampers.</li> <li>Families are signposted to services.</li> <li>Children are given a variety of opportunities outside school.</li> <li>Children develop new interests and skills through extended provision activities.</li> </ul>	Pupil & Parent Support Advisor	<ul style="list-style-type: none"> <li>Individual needs of each child are documented and provision in place.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>100% provided with half term FSM provision</li> <li>Families received support with Christmas presents for pupils.</li> <li>FSM holiday provision – 86% took part</li> <li>Food Bank Easter Hamper – 31%</li> <li>School Uniform Support – 12%</li> <li>Play Bubble (Play Glos) – 38%</li> <li>Play therapy and Counselling – 5%</li> <li>Trips &amp; Residentials &amp; other + - 19%</li> </ul>
			<ul style="list-style-type: none"> <li>Welfare support in place for children and their families.</li> </ul>	Ongoing	
			<ul style="list-style-type: none"> <li>External services are in place to support children and their families.</li> </ul>	July 2021	
			<ul style="list-style-type: none"> <li>Extended provision is organised and in place for pupils to develop new skills and experience new activities.</li> </ul>	Ongoing	
DfE tutoring Programme	<ul style="list-style-type: none"> <li>Identified children take an active part in the tutoring programme.</li> <li>Eligible children demonstrate progress in their learning from initial starting points.</li> </ul>	Headteacher / PPSA	<ul style="list-style-type: none"> <li>Register eligible pupils onto the tutoring programme.</li> <li>Monitor pupils' engagement and progress.</li> </ul>	November /Dec 2020	Head investigated provision for pupils but has used catch up money by deploying a full time experience teacher to target pupils, specifically in Y4.
<b>Total Estimated Cost: 54,600</b> <b>Review: July 2021</b>					