

Cam Woodfield Junior School's Pupil Premium Action Plan 2019-2020

Pupil Premium Profile

Number of pupils in the school: 175	Number of eligible pupils: 41 (23%) updated Sept 2019	Total pupil premium budget: 47,520 based on 36 pupils eligible (January census 2019)	Amount per pupil: 1,320	Gender 41% Girls (17/41) 59% Boys (24/41)
Term of Birth (Rounded to the nearest %) 22% Spring 54% Summer 25% Autumn	Year Group (Rounded to the nearest %) Y4= 22% 9/41 Y5= 29% 12/41 Y6= 22% 9/41 Y3= 27% 11/41	% of pupils that are also SEND 39% (16/41)	Date of Review: February 2020	Final Review: July 2020

Summary

- 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.
- The school is situated in an area that is in the highest 10% deprivation in Gloucestershire and 20% Nationally.
- 54% of pupils who are eligible for Pupil Premium are summer born.
- 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.
- 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.

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.

The aim of this action plan is to achieve the following:

- Reduce attainment gap between the school's PP pupils and others nationally by 10 percentage points in KS2 Results.
- Raise the progress for Pupil Premium Grant eligible pupils, in relation to their KS1 starting points.
- Pupil Premium funding is deployed effectively to support and raise standards for eligible pupils – impact is demonstrated both in academic and pastoral outcomes.
- Pupils eligible for Pupil Premium Grant demonstrate an enjoyment for learning.
- Pupils eligible for Pupil Premium Grant demonstrate confidence and self-esteem.
- Pupils eligible for Pupil Premium Grant are aspirational in their thinking and self-aware of their talents.

Current Attainment

	Pupils Eligible for Pupil Premium Grant	Pupils Not Eligible for Pupil Premium Grant
Y6 (2019) % reached the expected standard in Reading, Writing & Maths.	Reading 40%, Writing 50%, Maths 40%	Reading 69%, Writing 78%, Maths 73%
Y6 (2020) % reached the expected standard in Reading, Writing & Maths in Y2 KS1 SATs.	Reading 63%, Writing 38%, Maths 38%	Reading 72%, Writing 46%, Maths 59%
New Y3 cohort reached the expected Y2 KS1 SATs standard in Reading, Writing & Maths Summer 2019.	Reading 55%, Writing 55%, Maths 64%	Reading 78%, Writing 67%, Maths 67%
Whole School % objectives secure in Reading, Writing & Maths Summer 2019 (current Y4 – Y6.)	Reading 54%, Writing 37%, Maths 40%	Reading 71%, Writing 62%, Maths 65%

Actions	Outcomes and success criteria	Owner	Milestones	Impact
TAs Delivering Phonics screening in Y3.	<ul style="list-style-type: none"> - Identify pupils who still lack phonological awareness in Y3. - Interventions in place to support pupils who struggle with decoding and fluency in reading - Reduce the number of children entering year 4 + with poor phonics knowledge. - Pupils' decoding and fluency improves. 	English Subject Leader	<ul style="list-style-type: none"> Phonics training to KS2 teachers across the year groups TA training in place and screening tool used to identify pupils requiring intervention. Trained TA is identified in carrying out screening and running phonics intervention. Feeding back assessments to teacher, English SL and SENDCo 	<ul style="list-style-type: none"> Screening programme in place to identify baseline of pupils' phonics level. Phonics intervention in place. There is definitely an improvement in pupils' recall of phonics and in their fluency of reading. However, still too soon to gauge impact. Disrupted by COVID -19. Reading interventions are beginning to impact but a more focused input on identifying gaps needs to be implemented- reference VIPERS in Jan 2020. <p>Disrupted by COVID -19.</p> <ul style="list-style-type: none"> There is still work to be achieved with this action and due to COVID- 19 this will be reinstated for next year.
SLT to provision map interventions to support pupils' learning needs in Reading, Writing and Maths	<ul style="list-style-type: none"> Quality first good teaching. Teaching Assistants are trained and deployed effectively to lead interventions. Reading interventions target and improve fluency in reading – PP standards improve. Maths interventions target and improve reasoning and fluency in mathematics - PP standards improve. Writing interventions support pupils' basic skills and as a result improves the quality of writing. Accelerated progress is demonstrated by pupils attending interventions. The gap is narrowing. 	Deputy Headteacher & SENDCo	<ul style="list-style-type: none"> Set up provision map Monitor & review impact – readjust if required. Accelerated progress is demonstrated by pupils attending interventions. The gap is narrowing. Teaching Assistant training in place to support high quality delivery and learning for pupils. 	<ul style="list-style-type: none"> Autumn data identified that some pupils taking part in interventions were showing good progress over the course of the term. TAs were trained to use Mighty Writer and this was starting to develop pupils' confidence in basic writing techniques. TAs and Parent readers targeted those pupils who struggled to have support at home, as a result, pupils demonstrated an enjoyment and greater confidence in wanting to read to adults during the autumn and spring term 3. The implementation of the Can do Maths scheme has really provided all pupils with an ability to recap and revisit their gaps. Pupils show an enjoyment for the subject and greater confidence in completing their work. Ref: monitoring reports. There is still a way to go for some PP pupils in maths but their attitudes are more positive towards the subject and that is key in getting pupils engaged within lessons. There is still work to be achieved with this action and due to COVID- 19 this will be reinstated for next year.
A visit to The Cheltenham Literature Festival	<ul style="list-style-type: none"> Inspire and motivate reluctant Readers and Writers in the school. High quality work is generated from the visit. 	English Subject Leader	Visits to The Cheltenham Literature Festival are organised and risk assessed	<ul style="list-style-type: none"> All year groups took part in this trip. The children were so excited and enthused about the authors they had seen and were eager to discuss their experience. The follow up work that they did in class was of high quality and some parents commented on how their child/ren enjoyed the trip and that they now wanted to read the authors' books.
Pupil & Parent Support Advisor leading Parenting Courses	<ul style="list-style-type: none"> Improved relationships with their child. Strategies for positive parenting and positive discipline. Reflect on their goals and that of the family. Promoting parental self-care. 	Parent & Pupil Support Advisor	<ul style="list-style-type: none"> Set up sessions and invite parents Continuation of training for new cohorts of parents to access in the summer term. 	<ul style="list-style-type: none"> 10 parents attend sessions and commented on a better understanding of dealing with incidents with their child/ren. They were reflective on their own time/ self and how to take stock of difficult situations that need to be dealt with calmly. They commented that the course gave them practical strategies to use daily with managing family situations.
Pastoral Team provision mapping interventions to support pupils' emotional and behavioural needs	<ul style="list-style-type: none"> Provision map in place to address the need in the school. External professionals are sourced to provide expertise e.g. play therapy and counselling. 	Deputy Headteacher & SENDCo	<ul style="list-style-type: none"> Assessment of need compiled and circulated to staff. External expertise in place A variety of interventions in place to address need e.g. 	<ul style="list-style-type: none"> 2 x external play therapist in weekly / fortnightly to support pupils' emotional needs. For both pupils there is a slight improvement with their confidence and the ability to discuss how they are feeling when an incident occurs. There are less incidents of heightened anxiety and rash behaviour.

	<ul style="list-style-type: none"> Behavioural incidents decrease. Pupils' confidence and self-esteem improves. Emotional and behavioural needs become less of a barrier to learning. 		Thrive, Lego Therapy, Canine Therapy, counselling, play therapy.	<ul style="list-style-type: none"> GL11 therapist to support 5 pupils for emotional trauma needs. This has seen a real positive reflection on their ability to cope with varying situations and being able to communicate better about their needs. Behaviour and self-esteem of these pupils has improved whilst and during these sessions taking place, and also outside these sessions as well. An improvement and positive engagement in class work from most pupils.
Teaching Assistants trained to hold pastoral intervention during unstructured times in the school day.	<ul style="list-style-type: none"> Chill club in place to support pupils who struggle with unstructured times. Supports and improves: behaviour & Social skills. Time 2 Talk in place – supports and improves: friendship issues, anxiety and social skills Behavioural incidents decrease. De-escalation provision in place. 	Pupil & Parent Support Advisor	<ul style="list-style-type: none"> Identify and target children whose trigger are at unstructured break times Identify and target children who need to have adult intervention to deal with anxiety. Identify and target children who need to intervention with social skills e.g. dealing with friendships 	<ul style="list-style-type: none"> TAs trained to support identified pupils that struggle with unstructured times. These sessions saw a decrease in behaviour escalating at break and lunch times. TAs used these sessions to deliver social skills strategies to pupils. As a result, most pupils within these sessions demonstrated strategies that reduce confrontation with their peers. E.g. taking themselves away from situations. Ref: behaviour data for period. Pupils' relationship with staff improved – respectful and calm in their manner when discussing incidents or events that have taken place that would normally cause challenging behaviour. A noticeable reduced difference with pupils identified originally with anxiety problems. Noticeable difference in wanting to complete work in class and engaging in the lessons.
Supporting families e.g. uniform, foodbank and trips	<ul style="list-style-type: none"> Uniform provided for eligible pupils. Support is in place to fund educational trips / visitors Families identified and supported with foodbank vouchers. Families are signposted to services. 	Pupil & Parent Support Advisor	Review need by families	<ul style="list-style-type: none"> Before and after COVID- 19 the school supported eligible families with the following: <ul style="list-style-type: none"> Christmas food hampers were ordered for 15 families. During COVID -19 Lockdown, the school arranged food hampers deliveries to 15 families. Pastoral team organised FSM vouchers to 27 families. Pastoral team organised weekly Veg Boxes from GL11 to 15 families. Pastoral team organised GCC Children's Fund Applications to 2 families. School uniform support was given to 5 families. Pastoral team contacted families weekly to check they had essential supplies and whether the children needed to attend the Key Worker / Send / Vulnerable sessions during lockdown. On average 18 PP pupils attended weekly during the Keyworker sessions provided by the school. Pastoral team contacted several vulnerable families to discuss difficulties and worries they may have during lockdown. They sign posted parents to several services e.g. food bank and Early Help.
Support any eligible pupils to attend the Y6 Residential	<ul style="list-style-type: none"> Children eligible attend the Y6 residential. Children take part in activities and events that wouldn't normally be possible without financial support. 	Headteacher	Identify parents with Y6 pupils who need financial support.	<p>The school supported a child to take part in May 2019 of £255.</p> <p>The Y6 residential did not take place in May 2020 due to COVID – 19 restrictions.</p>
Total Estimated Cost: 47,520				