



SOLENT JUNIOR SCHOOL

Pupil Premium (PP) Strategy Statement 2021-2022 (with review)

Summary Information					
School	Solent Junior School				
Academic Year	2020-2021	Total PP budget for the academic year	FSM £36,315 Service £13,640 Total £49,955	Date of most recent PP review by the governing body	<ul style="list-style-type: none">• Sports Premium Review December 2021• Pupil Premium Review December 2021
Total Number of Pupils	362	Number of Pupils eligible for PP	FSM 27 (8%) Service element 44 (12%)	Date of next internal review of this strategy	Summer 2022



Planned Expenditure				
Academic Year 2021 - 2022				
The headings below enable the school to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies				
i. Quality of teaching for all				
Desired Outcome: For all pupils to make at least expected progress in maths.				
Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
School to engage in Maths Mastery programme for maths delivery throughout the school (Year 2)	Readiness for Mastery is led by The Solent Maths Hub with proven impact across a range of schools with a strong evidence base of proven success. It is a transformational approach to maths teaching which stems from high performing nations such as Singapore. The school started at year 1 (2019 – 2020) and progressed into year 2 (2020-2021) the third year will be embedding (2021-2022) with the intention of engaging in a 4 year project to ensure that it is fully embedded across the school. https://www.mathematicsmastery.org/	-Continue with project leads within school – monitor staff training input and impact upon learning -Year group meetings to agree strategies and learning profile for year 3 -Oversight of training attended by lead (HoS) – Observations in line with school monitoring programme.	Maths Mastery Project Lead – S Smith Head of School – L Peterkin-Aldred	This will be reviewed termly when analysing whole school data. Pupil Progress termly meetings when appropriate Expected Cost £4,551
Desired outcomes: To provide a purpose driven space for high quality intervention to be delivered to pupils from across the school.				
Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Provision and resourcing of a specific area to provide meeting spaces for pupils to carry out 1:1 and small group learning and speech and language intervention activities.	Currently there are no dedicated spaces that can be used for intervention SEND / S&L programmes to be delivered. There are two spaces to be developed and resourced; old office area and Year 5/6 shared space.	Established working party Autumn 2020 – discuss usage, anticipated need and then perceived impact. - Agree shared vision amongst group (Spring 2) - Amongst wider staff team (Summer)	HoS Mrs Peterkin-Aldred Senco – Karen Young	Initiated after SJS office build complete – phase 2 is the re-configuration of the 'old office space'. Works carried out and finished October 2021 Expected Cost £18,693
Resourcing an additional area in which to run effective academic	Office area will be moving into new build in January 2021.	Pupil Progress Meetings Assessment and moderation activities Pupil conferencing	HoS Mrs Peterkin-Aldred Senco – Karen Young	

intervention. (link to outcome below)	This leaves the old office space ready for intervention space – this will need resourcing in order that it is ‘fit for purpose’.	Support staff training (implement once fortnightly training session led by Year group leads for 30 minutes on leadership afternoon – focus to link to planning)		
Resourcing an additional area in which to run mental health and pastoral intervention. (link to outcome below)	Pupils who are mentally healthy are ready to learn (research heavy approach) Pupils requiring pastoral support have doubled in the past 18 months – ELSAs now require a larger space within which to work and also two confidential meeting spaces.	Case Studies SEAL APP (where relevant) Universal pupil wellbeing survey – more targeted pupil conferencing	Laura Peterkin-Aldred ELSA Louise Witt and Sarah Warner.	

Desired outcomes: To provide staff to deliver high quality catch up / intervention groups run throughout the school.

Learning Support Assistants to run intervention groups to support those pupils who have demonstrated that they have gaps in their learning.	National research into marking and quality feedback has shown that unless misconceptions are addressed quickly progress can be limited. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/feedback/ Class based LSAs to work alongside teachers to deliver sessions aimed at targeted pupils. These ‘catch up’ hybrid sessions have had a proven impact with pupils in years one and two in previous years. Significant impact upon pupil progress for 2021-2022 – evidenced in pupil progress data and pupil progress meetings – plan into budget for 2022-2023 (also use catch up premium for this)	Termly pupil progress meetings. Monitoring of class data by SLT and external verification. Monitoring of sessions as part of monitoring cycle. Work scrutiny to involve planning and learning associated with sessions.	L Peterkin-Aldred – Head of School K Young – Senco S Warner & L Witt – Lead LSAs H Pye – Maths Lead D Hill – English Lead	Half termly Expected Cost £9,000 (Morning hours – not to be confused with afternoon intervention funded by Covid recovery fund 2020-2021)
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ii Other Approaches

Desired outcome: To ensure social and emotional issues do not prevent pupils from making at least expected progress in all subjects.

Increase the amount of time that the pastoral team dedicate to supporting pupils with social and emotional challenges that are either causing or could potentially cause a barrier to learning	Two ELSA staff to support pupils using resources applied during Rainbow sessions, themed approach and group structure to support a range of pupils in developing strategies to cope with social and emotional challenges such as self- confidence, resilience and social communication skills.	Identified pupils progress monitored during termly pupil progress meetings, monitoring, book looks and as part of monitoring cycle. Pastoral team to provide verbal and written feedback	S Warner & L Witt – Pastoral Team K Young – Senco L Peterkin-Aldred – Head of School	Feedback half termly During termly pupil progress meetings Expected Cost: £8,761
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	Impact of positive mental health on ability to thrive in learning.	to class teachers and Head of School as sessions evolve.		
To facilitate ELSAs attending supervision sessions	Supervision for those who work with social and emotional education is effective in supporting wellbeing.	Discussions between ELSA and HoS – appraisal review and progress reports.	S Warner L Witt	Half termly at the end of each half term. £380
Desired outcome: To ensure higher attaining pupils experience stretch in maths which allows continued progress.				
Work alongside Maths Mastery specialist teacher to identify how resources can be enhanced to support further stretch within mathematics.	White Rose resources have been used successful to support planning and teaching of mathematics. The aim is to embed this approach this year and to enhance this with resources that can be used to stretch these pupils yet further most specifically with critical thinking and problem-solving skills. Next step – to consider resources beyond White Rose eg NCETM to supplement impact upon progress and work so far.	Termly pupil progress meetings. Monitoring as part of ongoing cycle; book looks, work moderation and pupil conferencing.	S Smith – Maths Mastery Project Lead Jane James – school mentor	Feedback following school review visits Shared with Governing Body Expected Cost: £500
Desired outcome: To ensure that our service pupils feel part of a consistently caring community where their status is celebrated and supported.				
Continued provision of an after school service pupil club to attend alongside one another to develop community and support for a variety of circumstances	An after school enrichment club for service pupils has proven to promote positive attitudes towards school enabling our service pupils to feel part of a community and able to celebrate their service status. This has proven to be particularly successful for those pupils who have moved into area mid-term and mid school as they are able to quickly develop a support network. Bears for deploying parents to take away with them and report back to pupils and school. Attendance at events run by local armed forces support networks and those led by local military groups.	Termly attitudinal surveys. Progress reports. Progress data. Feedback from families and pastoral team.	L Witt – Pastoral Team	Termly. Anticipated Cost tbc This has been greatly affected by Covid 19 and so the resource has been placed within areas above which have continued throughout the pandemic. We would like to re-establish this again next year (2022-2023)
Additional hours for ELSA to support those service pupils who are incoming (first point of contact prior to arrival) and also those who	Pupil and family conferencing tell us that these times of movement between schools cause additional worry for their children. Previous feedback has demonstrated that these worries are allayed when given a specific point of	Number of families who contact school through the website contact us – also the number who are involved	A Clark – Pastoral Team E Curthoys - HoS	Anticipated cost £2,000

<p>leave the Solent community (reaching out to new setting).</p>	<p>contact at the new school, also when point of contact introduces themselves to new school and shares necessary discussion with new setting.</p>	<p>with ELSA at point of migration.</p> <p>Pupil conferencing. Family audit.</p> <p>Service family meetings unable to take place in 2020-2021 to be re-established in Autumn 2022 and run termly.</p>		

Priorities for 2022-2023

FSM Pupils – 34 (£47,090) Service Pupils – 44 (£14,080)

Many of the items above will continue due to demonstrated positive impact within school. In addition to this;

- Re-introduce service family meetings
- Fully implement and resource Year 4 Maths Mastery
- Resources to support the teaching of handwriting in the homes of disadvantaged pupils (home packs)
- Resource to support participation in Armed Forces events (including adult hours, fuel costs, material resources required)
- Consider how the development of the Environmental area and the STEM space could be used to benefit PP pupils (both within and extended school hours)