

## Pupil Premium (PP) Strategy Statement 2020-2021

Summary Information					
<b>School</b>	Solent Junior School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget for the academic year</b>	FSM £28,245 Service £13,640 Total £41,885	<b>Date of most recent PP review by the governing body</b>	<ul style="list-style-type: none"> <li>• Sports Premium Review December 2020</li> <li>• Pupil Premium Review December 2020</li> </ul>
<b>Total Number of Pupils</b>	362	<b>Number of Pupils eligible for PP</b>	FSM 21 (5.8%) Service element 45 (12.4%)	<b>Date of next internal review of this strategy</b>	Spring 2021



Planned Expenditure				
Academic Year 2020 - 2021				
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 will progress onto year 2 (2020-2021) with the intention of engaging in a 3 year project to ensure that it is embedded across the school. <a href="https://www.mathematicsmastery.org/">https://www.mathematicsmastery.org/</a>	-Continue with project leads within school – monitor staff training input and impact upon learning -Year group meetings to agree strategies and learning profile -Oversight of training attended by lead (HoS) – Observations in line with school monitoring programme.	Maths Lead – H Pye 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 speech and language intervention activities.	Currently there are no dedicated spaces that can be used for 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.		HoS Mrs Peterkin-Aldred English Lead – Miss Hill	Expected Cost £18,693
Resourcing an additional area in which to run effective academic intervention. (link to outcome below)	Office area will be moving into new build in January 2021. This leaves the old office space ready for intervention space – this will need resourcing in order that it is ‘fit for purpose’.			

Resourcing an additional area in which to run pastoral intervention. (link to outcome below)	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.			
<b>Desired outcomes:</b> 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. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/feedback/</a> 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.	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  <b>Expected Cost £9,000</b>  (Morning hours – not to be confused with afternoon intervention funded by Covid recovery fund 2020-2021)
<b>ii Other Approaches</b>				
<b>Desired outcome:</b> 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 to class teachers and Head of School as sessions evolve.	S Warner & L Witt – Pastoral Team  K Young – Senco  L Peterkin-Aldred – Head of School	Feedback half termly  During termly pupil progress meetings  <b>Expected Cost: £8,761</b>
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. <b>£380</b>
<b>Desired outcome:</b> 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.	Termly pupil progress meetings. Monitoring as part of ongoing cycle; book looks, work moderation and pupil conferencing.	H Pye – Maths Lead S Smith – Maths Mastery Project Lead Pippa Andrews – school mentor	Feedback following school review visits  Shared with Governing Body  Expected Cost: <b>£500</b>

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	<p>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.</p> <p>Bears for deploying parents to take away with them and report back to pupils and school.</p> <p>Attendance at events run by local armed forces support networks and those led by local military groups.</p>	<p>Termly attitudinal surveys.</p> <p>Progress reports.</p> <p>Progress data.</p> <p>Feedback from families and pastoral team.</p>	L Witt – Pastoral Team	<p>Termly.</p> <p>Anticipated Cost tbc</p>