

Trafalgar Junior School Pupil Premium Strategy Evaluation for the year 2020-2021 (Year 3 of 3)

Summary					
Academic Year	2020-2021	Total PPG Budget (April 2020-March 2021)	£81,250	Date of most recent PPG review	September 2020
Total number of pupils	338	Number of pupils eligible for PPG in this reporting period	53 (16 % of all pupils) Ever6 (7 pupils) LAC & Post Lac (7 pupils) FSM 39 (pupils)	Date for next review of strategy	September 2021

Actual attainment	PPG without SEND vs PPG with SEND achieving secure or higher		All PPG achieving secure or higher
	PPG without SEND	PPG with SEND	
% achieving secure or higher in RWM	6/9 67%	0/8	RWM Combined 35%
% achieving secure or higher in reading	7/9 chn 78%	2/8	Reading 53%
% achieving secure or higher in writing	7/9 78%	0/8	Writing 41%
% achieving secure or higher in maths	7/9 78%	3/8	Maths 59%

Main learning points from the year

COVID Actions for PPG children

- Remote Learning remodeling proved to be a success and more than accessed on a regular and consistent basis, almost all vulnerable pupils were invited to work in school at the discretion of parents.
- Remote learning work was checked by PPG champion for ease of access and differentiation. Tas followed up with phone calls.
- Children's work was checked for quality of provision.
- Bug club was regularly monitored to ensure questions are being answered and the books were the correct level.
- Extra 1:1 reading sessions were put in place where needed

- Phone calls/ emails home to parents of children with PPG who were not accessing to check on progress, accessibility and to identify if further support was needed.
- Offers of resources to support children with extra needs e.g., paper packs, iPads, 1:1 calls, adapted timetables, 1:1 sessions
- Parents were directed to the online drop-in sessions, if needed, using the direct ICT email for further support.
- QFT was highlighted as an action point for the next academic year and training on differentiation for all pupils needs to take place.

Strategic objective	Action	Estimated impact
Teaching and learning		
<p>1 Increase percentage of PPG/vulnerable pupils working at age related expectations across the school in order to narrow the gap</p>	<p>In order to ensure PPG is on the top of teacher's agenda when planning. Teachers have a PM target - The accelerated progress of PPG children will also be taken into account."</p>	<p>Covid lockdown for this year created challenges for all pupils. However, our remote learning offer was adapted to match our in school provision. This was monitored by the class teachers, teaching assistants and PPG champion for accessibility and engagement. Vulnerable pupils were invited into school to complete their learning at the parent's discretion. Over the course of the period almost all pupils were able to access some face to face learning alongside their remote learning offer.</p> <p>Our internal data results showed a promising move towards improved progress for all PPG children. Reading results have remained the same for our PPG children as 2019/20 results with 53% reaching expected level Writing results have improved for PPG children since 2019/20 from 35% to 41% reaching expected level Maths results have improved from 53% to 59% reaching expected level since 2019/20</p> <p>Whilst the data is lower than the rest of the cohort of pupils When you separate SEN/EHCP children and non SEND within PPG group the figures are:</p>

		<p>Combined 67% reached the expected standard or above compared with the whole school where 75% reached the expected standard or above in RWM combined subjects</p> <p>In Reading 78% of PPG children achieved expected or above (non SEN) with 5 children out of 9 in this group reaching greater depth.</p> <p>Writing 78% of PPG children achieved expected or above (non SEN)</p> <p>Maths 78% of PPG children achieved expected or above (non SEN)</p>
	PPG champion will be employed to monitor performance of PPG and vulnerable pupils	A system to monitor barriers to learning for PPG children and monitoring of data has recommenced to monitor progress and attainment through raising data monitoring meetings which are held termly.
	PPG champion to attend YTL's pupil progress meetings in order to identify if children are receiving the correct targeted support	Targeted support in upper phase was implemented after lockdown and children were supported by our catch up teacher to provide intense booster session within reading and writing. As a result, during the summer term the target children (5 children) made accelerated progress in reading.
	Teaching assistants providing targeted interventions for groups including PPG children for reading, spelling and maths,	<p>1:1 reading, targeted extra guided reading sessions, small group comprehension sessions were provided along with booster maths classes in the summer term.</p> <p>During lockdown TAs were carrying out 1:1 reading either remotely or in school to ensure every child was accessing reading.</p>
	Year 5 and 6 an additional maths teacher is employed to narrow the gap in maths. A proportion of this group are PPG children.	Disadvantaged children made better progress compared to previous year's data but this requires further improving still in order to reach the national average. A more robust data monitoring system is now in place.
Increase percentage of PPG/vulnerable pupils working at age related	Writing conferences carried out in year six.	Individual writing targets were set for target children and this worked for the Autumn term then lockdown prevented this from being a success however when the children returned to school this was reintroduced during the summer term. Whilst we saw some aspects of

expectations across the school in order to narrow the gap	Teacher employed for class cover	improvement. Writing in particular had declined during the long period of time that some of the children were not in school. This will be addressed through writing club, booster writing, whole school writing focus.
Increase percentage of PPG/vulnerable pupils working at age related expectations across the school in order to narrow the gap	Beanstalk volunteer readers provide twice weekly visits to support pupils with accelerating their reading. Most pupils selected from PPG	Beanstalk Readers only recommenced in the summer term due to a reluctance to have face to face work due to Covid.
Strategic objective	Action	Estimated impact
2. To reduce attainment gap that has arisen from remote learning period to ensure disadvantaged pupils individual needs are addressed with the appropriate targeted support for each child	Identify children for catch up groups and ensure all PPG that need catch up are included	Impact of intervention was closely monitored and evaluated by our catch up teacher who also fed back regularly to class teachers. Some progress was made however this targeted support needs to happen much earlier on in the year for it to have a better impact. Due to Covid this was disrupted. However the catch up teacher's evaluations were well received from class teachers and joint working meant pupils in year 3 made accelerated progress.
3. For all disadvantaged pupils to attend school regularly and on time (above 95%)	Teachers to review attendance and punctuality weekly of vulnerable pupils Proactively engage with parents/carers To follow up those who fall below 95%	Having no persistent absentees was probably a challenging target however we managed to ensure some children were in school more often and on time due to holding before school catch up interventions which worked very well.
Strategic objective	Action	Estimated impact
Wider strategies		

<p>4. To improve and maintain positive children's mental health and wellbeing</p> <p>Children will have had differing experiences during the COVID 19 pandemic, some will not have left the family home or had limited contact with others.</p>	<p>Wellbeing lessons Designated teacher has been given wellbeing lead role</p>	<p>Pupils in Trafalgar Junior School have been taught some medication and mindful techniques. The wellbeing tools on our remote learning offer were well received. This role will be further developed next year.</p>
	<p>Children's play therapist – disadvantaged children are targeted for support if required</p>	<p>For some of our children this support was vital especially during lockdown and continues to be a much needed service.</p>
	<p>Groups of PPG children (including non-PPG) invited to school earlier (8am For sports and breakfast) foc</p>	<p>This was a huge success and many children in all year groups took part. Going forward we will encourage all of a disadvantaged pupils to take up the offer and this will be expanded into more sports clubs for all years groups.</p>
	<p>Mental Health First Aid trained TA provides support with identified pupils with specific emotional needs which are creating a barrier to their learning likely to increase due to Covid 19</p>	<p>Exit questionnaire suggest a positive change within our disadvantage pupils, some children required longer than 6 week and continued to received support until the end of the year.</p>
	<p>ELSA trained TAs Provide cognitive behavior techniques to support children's mental health who have emotional needs that affect their learning</p>	<p>Exit questionnaire suggest a positive change within our disadvantage pupils, some children required longer than 6 week and continued to received support until the end of the year.</p>
<p>5.To continue to support families with financial help for trips, extra-curricular activities, holidays clubs.</p>	<p>Clubs</p> <p>Special positions of responsibility within school</p>	<p><i>Whilst one of the residential trips was cancelled year six still went ahead and the places were funded from our trips budget for disadvantaged pupils.</i></p> <p><i>I pads were provided for pupils if computers were not accessible during remote learning periods if children were not in school.</i></p>

	Special trips etc. IPads for use when remote learning is in operation	
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