

Julian's Primary School

Pupil Premium Grant 2019/2020

The pupil premium is additional funding for publicly funded schools in England.

It's designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.

REVIEW

The review of the Pupil Premium Grant expenditure in 2019/20 is based on the data available for the last academic year. The Julian's KS2 and the National KS2 data for summer term 2020 is not available due to Covid19 and the lockdown. The results quoted in this review are based on PIRA/Puma assessments and teachers' assessment for Autumn and Spring Term 2019/20. Some of the strategies need to be continued in the next academic year.

1. Summary information					
Academic Year	2019/20	Total PP budget	£ 193,561	Date of most recent PP Review	September 2020
Total number of pupils	920 + 47 (in nursery)	Number of pupils eligible for PP	117	Date for next internal review of this strategy	November 2021

The end of KS2 results:	National average Summer 2019 All pupils	National average Summer 2019 All pupils <i>Above</i>	Pupils eligible for PP Julian's Sum 2019	Pupils eligible for PP Julian's Sum 2019 Above	National average Summer 2020 All pupils	National average Summer 2020 All pupils <i>Above</i>	Pupils eligible for PP Julian's Sum 2020	Pupils eligible for PP Julian's Sum 2020 Above
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% achieving at least expected standard in reading, writing and maths	65%	11%	77%	4%				
% achieving at least expected standard in reading	73%	27%	83%	22%				
% achieving at least expected standard in writing	78%	20%	91%	17%				
% achieving at least expected standard in maths	79%	27%	89%	22%				

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	High percentage of disadvantaged pupils also have Special Educational Needs. High percentage of disadvantaged pupils with complex Special Educational Needs and EHC plans in place. High number of disadvantaged children also have SEND and EAL.	
B.	Disadvantaged pupils' attainment is lower compared to non PP children at school and nationally (barriers in previous years)	
C.	The percentage of disadvantaged pupils making expected or more than expected progress is lower compared to last year (barriers in previous years)	
D.	High percentage of vulnerable children have emotional needs and behavioural difficulties	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance rates for pupils eligible for pupil premium and pupil with SEND are lower than school's average. This reduces their school hours and causes them to fall behind.	
F.	A significant number of disadvantaged pupils do not have the same level of support beyond school as their peers. This has an effect on their emotional needs, access to wider learning experience and behaviour for learning.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher percentage of pupils receiving Pupil Premium Grant to continue working at and above ARE in Reading, Writing and Maths and in Reading, Writing, Maths combined.	A greater number of pupils receiving PP are achieving expected standards for their ARE as shown by data. A greater number of pupils receiving PP are achieving above expected standards and working at greater depth compared to previous years.
B.	Higher percentage of pupils receiving Pupil Premium Grant to make expected and better than expected progress which will contribute to a higher percentage of children working at and above ARE.	Pupils eligible for PP will make expected and better than expected progress so they will be working at and above ARE by the end of KS2.

C.	The difference between the PP pupils' progress pupils and the progress of non PP continue to be reduced.	Data will show a rise in the number of PP children making expected and /or above expected progress.
D.	Emotional needs and behavioural difficulties of vulnerable children addressed – continuous support to boost self-esteem and improve emotional well-being.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Improved self-esteem, confidence and social skills impacting behaviour for learning.
E.	Increased attendance rates for pupils eligible for PP.	The number of persistent absences among pupils eligible for PP will be reduced. Overall PP attendance improves and stays in line with other pupils reaching over 95%.
F.	Disadvantaged pupils who do not have the same level of support beyond school as their peers will have wider educational and extracurricular experience.	Data will show that PP pupils take part in extracurricular activities such as educational trips and after school clubs. Vulnerable children to be supported financially to enable them to take part in school outings and PGL.

4. Planned expenditure

Academic year **2019/20**

The three headings below enable schools to demonstrate how they 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	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review:
<p>A. Higher percentage of pupils receiving Pupil Premium Grant to work at and above ARE in Reading, Writing and Maths and in Reading, Writing, Maths combined.</p> <p>B. Higher percentage of pupils receiving Pupil Premium</p>	<p>Thorough and regular assessment informing planning. Differentiated planning meeting needs of children with SEND Support in class for vulnerable children with SEND as part of QFT An on-going training and support available to all school staff. Regular data analysis will inform</p>	<p>SEND CoP highlights Quality First teaching as the first and most powerful wave of response to children identified as SEND.</p> <p>Small group interventions with highly qualified staff have been shown to be effective as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Pupil progress meetings Lesson observations Appraisals with support staff Planning and Book scrutiny Measuring impact of interventions.</p>	SLT	<p>The data for 2019/2020 based on the PIRA and PUMA assessment in Spring Term 2020 for English and Maths shows that 74% of children in receipt of PPG were working at and above ARE in Reading, with 17% working at Greater Depth. In Maths (PUMA assessments) 57% of disadvantaged children were working at and above ARE and 17% were working at Greater Depth.</p> <p>A high number of disadvantaged pupils in year 6 also had complex special educational needs and disabilities.</p> <p>The data analysis done for different groups (All pupils, PPG pupils, PPG pupils without</p>

<p>Grant to make expected and better than expected progress which will contribute to a higher percentage of children working at and above ARE.</p> <p>C. The difference between the PP pupils' progress pupils and the progress of non PP continues to reduce</p>	<p>planning of additional interventions delivered by internal and external specialists (Cover Supervisors, Literacy Lab) Interventions is year 6 delivered by highly qualified and experienced members of SLT. Additional fully qualified teacher employed to deliver interventions in year 6.</p>			<p>SEND and PPG pupils with SEND) shows that disadvantaged pupils were achieving better where there were no additional needs.</p> <p>In English: The percentage of all year 6 children working at and above ARE was 85% PP working at and above was 74% PP no SEND was 91% and PP + SEND was 57%</p> <p>In Maths: The percentage of all year 6 children working at and above ARE was 74% PP working at and above was 57% PP no SEND was 82% and PP + SEND was 33%</p> <p>The percentage of children in receipt of PPG with no Special Educational Needs working at and above ARE exceeded the percentage of All children working at and above ARE in both English and Maths.</p> <p>Lesson observations, learning walks, environmental audits and books monitoring showed a lot of strengths in differentiation and strong evidence of inclusion and challenge available to all learners.</p> <p>Some children were receiving personalised curriculum with the emphasis on life skills (cooking, gardening).</p> <p>The staff meeting in Autumn Term 2019 was delivered by the IMs on differentiation and planning with opportunities to share some outstanding practice.</p>
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				<p>SENCO surgery, English and Maths surgeries were organised on a weekly basis and all teachers were encouraged to attend these.</p> <p>The surgeries focused on offering some training, providing opportunities to discuss issues and giving advice and recommendations based on individual needs.</p> <p>Additional interventions across all year groups were organised and timetabled. Pupils were targeted based on the assessment for both English and Maths and teachers' professional judgement. Interventions were delivered by Cover supervisors and trained Teaching Assistants.</p> <p>English and Maths interventions and booster groups were also organised in year 6 and these were delivered by highly qualified and experienced members of SLT.</p> <p>An additional teacher was employed to deliver additional support for vulnerable children in year 6.</p> <p>Individual students with complex needs were supported in class as part of Quality First Teaching and had interventions delivered by a supporting adult and monitored by Inclusion Managers. External agencies such as Speech and Language Therapists, Educational Psychologists, Literacy Specialist teachers, Autism Advisory Teachers, Occupational Therapists etc were involved in children's learning, supporting them directly or training teachers and support staff.</p>
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				<p>The specialist participated in multi agency meetings to ensure the best outcomes for the children.They also advised on environmental modifications.</p> <p>Pupil Progress meetings focused on progress and attainment and data was analysed for various groups. All pupils including disadvantaged children were regularly monitored and a rapid response for children who were underachieving was in place. Inclusion Managers attended the meetings and /or have access to reports so they could discuss the needs of vulnerable children and advise on support. In 2019/2020 interventions and support delivered by a teacher in year 6 was focused on children in receipt of Pupils Premium Grant.</p> <p>Response to the Lockdown in March 2020</p> <p>Work was placed on the internet platform J2E for all children to access. Learning was differentiated for individual children. Families were encouraged to upload their work and a regular feedback was provided from the teachers. Families who were not logging onto the platform were contacted to check if they may need additional support. Disadvantaged and vulnerable children who were unable to access J2E due to lack of equipment were given home packs delivered to their houses and eventually they were given laptops/tablets.</p>
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				<p>The school assisted with making and distributing resources to most needy children.</p> <p>Disadvantaged and vulnerable families were contacted by SLT members, Inclusion Managers and Learning Mentors on a regular basis. In June the school started live sessions between the teachers and groups of children in their classes. Food collection and food deliveries were organised for most needy families. The school coordinated support from external agencies such as Speech and Language Therapy, CENMAC, Education Psychologists and Autism Advisory Teacher. The most vulnerable children and families were receiving therapies and support via phone and internet. Key workers' children and the most vulnerable families were offered spaced in key workers' bubbles following risk assessments completed by Inclusion Managers and Safeguarding Leads. The children were also offered places during Easter half term.</p> <p>Further actions:</p> <ul style="list-style-type: none">● To continue monitoring of interventions and measuring impact.● To continue training and support for all staff members.● To continue developing blended curriculum.● To identify gaps in learning● To implement PIXL interventions
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					<ul style="list-style-type: none"> ● To consider nurture groups for most vulnerable children. ● To continue systematic assessment of academic progress and attainment and to promptly react to Disadvantaged children falling behind their peers ● To continue supporting most vulnerable children in year 6 (tuition). <p>Progress of disadvantaged children was analysed based on PIRA and PUMA assessment in Spring Term 2020 compared to their starting points at the end of the previous Ket Stage.</p> <p>High percentage of disadvantaged pupils made expected and better than expected progress from their starting points (the end of previous Key Stage) as shown by PIRA and PUMA data analysis. 95% of children who receive PP made expected and better than expected progress in English and 86% made expected or better than expected progress in Maths.</p>
<p>D. Emotional needs and behavioural difficulties of vulnerable children addressed – continuous</p>	<p>On-going access to therapeutic interventions: Full time Learning Mentor supporting targeted children individually and in small groups.</p>	<p>Mental Health specialists prove that children who are less anxious, happier and more confident are more ready to participate in learning and tend to achieve and make better progress.</p>	<p>Qualitative data showing fewer incidents during playtime. Qualitative data from Play Therapy, Counselling, Music Therapy report.</p>	<p>SLT IM</p>	<p>The school continues to focus on the emotional well-being and mental health of the pupils. All pupils at Julian’s have access to well-being and pastoral support when needed through the learning mentors and therapeutic input. Disadvantaged children, children who are fostered and/or LAC have priority to access well-being interventions and pastoral support.</p>

<p>support to boost self-esteem and improve emotional well-being.</p>	<p>0.4 (2 days) Play Therapy offered to children with social and emotional difficulties, a block of weekly sessions.</p> <p>0.8 (4 days) counsellor employed to support children with emotional difficulties</p> <p>Music Therapy available (1 day per week) for targeted children in EYFS and KS1</p> <p>ELSA programme delivered to children whose emotional literacy is low 1:1 and small group sessions weekly.</p> <p>Peer Mediation programme supported by a trained Learning Mentor.</p> <p>Playground Leaders programme supported by an experienced TA</p> <p>Access to behaviour specialists from Lambeth</p>			<p>The school continues with the Growth Mindset programme which supports children resilience, confidence and self-esteem. A mindfulness teacher was employed last year to deliver sessions to children and train teachers on how to use mindfulness strategies to stay calm and ready to learn. She worked with groups as well as individual children where necessary. Well-being interventions included:</p> <ol style="list-style-type: none"> 1. Play therapy (£10,565) 2. Counselling (£11,700) 3. Talk time (as above) 4. Music Therapy (£8,520) 5. ELSA 6. Friendship and social skills groups and pastoral care delivered by Learning Mentors (50%) <p>Peer Mediation Programme and playground Leaders supports children with confidence needs and low self-esteem. Children are proud to be given responsibilities and respond well to both schemes.</p> <p>Impact of these interventions is measured by using Strength and Difficulty Questionnaires as well as by collecting qualitative data such as behaviour data and teachers' and parents' views. A behaviour analysis report is issued every year which is also used to measure the impact of well being interventions.</p> <p>Behaviour data was gathered for the period from September until March.</p>
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				<p>In Autumn and Spring there were 41 behaviour points recorded for disadvantaged pupils. These behaviour incidents were recorded among 17 disadvantaged children -11 boys and 6 girls. 5 points were recorded for one child who was referred to Kennington Park Academy.</p> <p>Response to the Lockdown in March 2020</p> <p>Emotional well-being and mental health of disadvantaged families became a priority during Lockdown.</p> <p>Regular contact with families was maintained throughout Summer Term 2020. The families were contacted by SLT, IM and Learning Mentors.</p> <p>Prompt responses to children's needs were in place, including:</p> <ul style="list-style-type: none">Counselling and play therapy sessions over the phone or internet for childrenAdvice and recommendations to parentsLearning Mentor SupportLiaising with Early Help and Safeguarding LeadsWeekly check ins with most vulnerable families. <p>In addition to these all parents had access to our Educational Psychology Services. This intervention was based on self-referrals.</p> <p>During the lockdown support staff and teaching staff who were working from home were encouraged to complete online courses which could support children's emotional well-being such as attachment training and trauma training.</p>
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					<p>In addition, a whole school had an INSET training in September on Trauma Informed Schools.</p> <p>Transition to new year groups was supported by transition booklets which were emailed and/or posted to most vulnerable children.</p> <p>'Meet your new teacher' online sessions were organised for all pupils.</p> <p>Further steps/actions:</p> <ul style="list-style-type: none"> ● To continue delivering high quality well-being interventions ● To release some time for counsellors and play therapists to be able to support larger group of children (class observations, monitoring, talk time support) ● To implement recovery curriculum ● To plan and timetable sessions in the sensory room ● To continue delivering social skills and friendship groups
<p>E. Increased attendance rates for pupils eligible for PP.</p>	<p>A new member of admin staff employed with 50% responsibility for attendance. Fortnightly meetings between SLT and admin team to analyse and monitor attendance.</p> <p>Immediate response to absences.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of SAHFI and admin staff about existing absence issues. SLT members will collaborate to ensure standard school processes work smoothly together and to support families with potential barriers to attendance.</p>	<p>SLT</p>	<p>The overall attendance of pupils within the vulnerable groups measured from September 2019 until March 2020 is lower than the attendance for all children. Disadvantaged pupils attendance for that period was 93.16% compared to 95.17% for all pupils.</p> <p>A lot of these absences were due to either self isolation or quarantine as advised by the government.</p> <p>A high number of disadvantaged pupils have special educational needs and/or</p>

	<p>Meetings between the families and school senior staff to discuss absences.</p> <p>Referrals to Early Intervention Service to assess and support vulnerable families.</p> <p>Multiagency support. Learning Mentors to be trained by Early Intervention Hub to enable them to support families with attendance problems.</p>				<p>disabilities and they were in a high risk group, which partially explains why the attendance percentage is lower.</p> <p>Response to the Lockdown in March 2020</p> <p>SLT. IMs and LMs were in regular contact with disadvantaged and vulnerable families.</p> <p>Food collection and deliveries were organised for disadvantaged children.</p> <p>Well-being support was available for all families.</p>
<p>F. Disadvantaged pupils who do not have the same level of support beyond school as their peers will have wider educational and extracurricular experience.</p>	<p>Educational trips and enrichment, after school clubs - places are offered as a priority and free of charge.</p> <p>PP grant is used to fund one club per term.</p> <p>Vulnerable children are supported financially to attend all educational visits and workshops organised by the school.</p> <p>Financial support for a PGL trip is available for children in receipt of PPG.</p>	<p>A lot of research shows that parental involvement is very important in the process of education and has impact on learning, attendance and behaviour for learning.</p>	<p>LMs responsible for clubs know which children need to be prioritised and not charged.</p> <p>Vulnerable children to be financially supported for trips and outings.</p>	<p>SLT</p>	<p>Julian's Primary School continues to support disadvantaged families financially.</p> <p>Last academic year Pupil Premium children were offered 1 club per term free of charge. Families in receipt of Pupil Premium Grant are given priority to enrol for clubs. 18 x year 6 children had their residential trip funded (50% Walcot Grant).</p> <p>Educational trips and outings are funded for disadvantaged and vulnerable families.</p>

SUPPORT	COST	Total Budget Cost:
Growth Mindset Scheme (50%)	£8,074	
Learning Mentors support (50%)	£30,000	
Admin staff member responsible for attendance	£12,500	
Mindfulness sessions	£15,868	
Play therapy (50%)	£10,565	
Counselling (50%)	£11,700	
ELSA	£1872 + training + supervision @£1200 = £3,072	
Music Therapy	£8,520	
Attachment Training	£600	
Trauma related school training planned for INSET in September 2020	£895	
KPA support	£5,000	
Literacy Lab	£12,000	
Financial support available for extracurricular activities and educational visits	£22,771	
Finding Future Project	£12,000	
PIXL intervention pack	£2,675	

Phonics Intervention Teacher (50%)	£11,308	
Pupil Premium Teacher	£23,185	
Interventions provided in all year groups targeting PP children	£45,451	
		£236,184

Targets for 2020/21

1. To ensure that the difference between the achievement of those eligible for PP and those who are not is reducing and that increased numbers are working at or above ARE in Reading, Writing and Maths and in Reading, Writing, Maths combined.
2. To ensure that a higher percentage of pupils receiving Pupil Premium Grant make expected or better than expected progress and that the difference PP pupils and non PP continues to reduce
3. To ensure that the emotional needs of vulnerable children are addressed and that continuous support is given to boost self-esteem and improve emotional well-being.
4. To ensure that attendance for those eligible for PP is in line with NA..
5. To ensure that disadvantaged pupils who may not have the same level of support beyond school as their peers have wider educational and extracurricular experiences.