

Pupil Premium Strategy 2019/ 20- 2022/ 23



Kirkstead Junior Academy

Pupil Premium Leader- Jess Knighton
Pupil Premium Governor- Chris Clark

Summary information: KIRKSTEAD JUNIOR ACADEMY					
Total number of pupils	236	Number of pupils eligible for PP (£1320 per pupil)	75	Number of pupil eligible for PP+ (£2300 per pupil)	1 (LAC) 1 (Post LAC)
Total PP Budget for 2020/ 21	£99,000 + £4600 + £300 = £103,900	Service Children (£300 per pupil)	1		

Cohort Information 2020/ 21: KIRKSTEAD JUNIOR ACADEMY		
Characteristic	Number of pupils	Percentage of cohort
Boys	103	43.6%
Girls	133	56.4%
SEN	15	6.4%
EHC	0	0%
CLA	2	0.4%
EAL	13	5.5%

Performance Indicators- 2018/ 19: KIRKSTEAD JUNIOR SCHOOL			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in KS2 Read, Writing, Maths	65%	84%	65%
% achieving expected standard in KS2 reading	75%	89%	73%
% achieving expected standard in KS2 writing	65%	95%	78%
% achieving expected standard in KS2 maths	75%	92%	79%
Reading progress score	-0.9	+0.5	0.03
Writing progress score	-2.0	+0.4	0.03
Maths progress score	-1.7	-0.8	0.03
Attendance 18/19	94.91%	95.77%	96%

NO VERIFIED DATA FOR 2019/20 due to COVID-19

Attendance (Sept 2020 – current)	94.61%	96.27%	96%
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Internal barriers to future attainment
Pupils' ability to engage at ARE due to fragmented build up of knowledge during school closure. (Catch Up Plan: Barrier C)
Limited automaticity of taught GPC linked associated with mismatched GPCS reading books, impacting on low levels of engagement in reading. (Catch Up Plan: A)
External barriers to future attainment
Limited life experiences of some of the pupils, due to the local context (rural, ex-mining village), may inhibit engagement and aspirations for future success.
Some families understanding of school closure and value of good attendance has led to poor rates of attendance, particularly for some disadvantaged pupils.
Lower application for Pupil Premium from families.
Across the school population there has been a varied spectrum discipline, routine, structure, capabilities in the home environment, which has impacted on pupil's social and emotional wellbeing and mental health. (Catch Up Plan: Barrier D)
In some cases, an inherent lack of experience and modelling of correct language that could have a vast impact on the poverty of language across the school. (Catch Up Plan: Barrier B)
Significant number of pupils are from the Traveler community, therefore some pupils have an inherent lack of experience, aspirations and value of education.

Priorities		Success criteria
<p>1</p> <p>To increase achievement of disadvantaged pupils to the national average in reading, writing and maths in order to diminish the difference between school disadvantaged pupils and their national non-disadvantaged peers.</p> <p>SIP: 1.3, 2.3</p> <p>Catch Up Plan: Barrier A & C</p>	<p>100% of teaching is good or better across all schools.</p> <p>Curriculum delivery diminishes the inherent barriers presented within the context of the schools.</p> <p>Evidence of improvement in engagement and outcomes of disadvantaged children is present in monitoring and classroom visits.</p> <p>Remote learning will mirror the high quality education pupils are receipt of in school.</p> <p>Disadvantaged pupils to achieve the national average for EXS and GDS in external data points.</p>	
<p>2</p> <p>To increase the attendance for PP children by strengthening engagement with families.</p> <p>Catch Up Plan: Barrier G</p>	<p>Attendance of disadvantaged children to be in line with non-disadvantaged children, and for the school attendance to increase to at least the National average. (PP 94.61% V Non PP 96.27%)</p> <p>Reduction in persistent absenteeism for disadvantaged children, and for the school persistent absenteeism figure to reduce to at most the National average.</p> <p>Improvement in punctuality for disadvantaged children.</p>	
<p>3</p> <p>To raise the expectations and aspirations of and for PP children ensuring everyone maximises their potential.</p> <p>SIP: 3.2</p>	<p>All disadvantaged children can name a career that they would like in the future by the time they leave Year 6.</p> <p>Teachers and children have the mindset that all children can achieve.</p> <p>Disadvantaged children achieve in line with non-disadvantaged children at all external data points.</p>	
<p>4</p> <p>To develop PP children's oral language skills to ensure correct use of standard English with wider vocabulary which will narrow the vocabulary gap</p> <p>SIP: 4.3</p>	<p>Progression of vocabulary to mapped out across the curriculum by subject leaders.</p> <p>Pupils to be immersed in specific vocabulary through displays, working walls and resources.</p> <p>Pupils exposed to aspirational language through the wider curriculum e.g. picture news.</p>	

Priorities		Success criteria
	Catch Up Plan: Barrier B.	<p>Aspirational language being modelled and promoted consistently across the school.</p> <p>Pupil Voice and Learning Committee being developed in school.</p> <p>Evidence of improvement in spoken language is present in monitoring and classroom visits.</p> <p>Progress is made by children with SALT intervention.</p>
5	<p>To counteract pupils poverty of experience by providing wider experiences within and outside the school day for PP children.</p> <p>SIP: 3.2</p>	<p>KS1 and KS2 reading attainment maintain at least National as a result of children's wider knowledge and understanding.</p> <p>Pupil voice discussions highlight how disadvantaged pupils are more able and confident to talk about their experiences outside of school.</p> <p>Monitoring, including book looks and classroom visits, evidence the use of wider experiences as a starting point or enhancement to learning within the classroom.</p> <p>Learning environments celebrate the experiences of pupils at PVA.</p>
6	<p>To support PP children with their well-being and social and emotional resilience, ultimately positively impacting on disadvantaged pupil's engagement in school.</p> <p>SIP: 2.4</p>	<p>Pupil voice will identify improvements in disadvantaged children's self-belief and ability to name support mechanisms, promoting resilience.</p> <p>ELSA and FRW evaluations will show an improvement in children's social-emotional health.</p>

Priority 1

To increase achievement of disadvantaged pupils to the national average in reading, writing and maths in order to diminish the difference between school disadvantaged pupils and their national non-disadvantaged peers.

Overall Success Criteria

100% of teaching is good or better across all schools.

Curriculum delivery diminishes the inherent barriers presented within the context of the schools.

Evidence of improvement in engagement and outcomes of disadvantaged children is present in monitoring and classroom visits.

Remote learning will mirror the high quality education pupils are receipt of in school. KS2 outcomes remain above national for reading, writing and maths						
Evaluating method for measuring progress against success criteria						
Analysis of attainment and progress data for EYFS, KS1 and KS2. Classroom visits Pupil voice Pupil Progress meetings Learning walks Work scrutiny Termly lesson observations Book looks						
Resource implication for priority 1 £59000						
Key Actions/ Approach	What is the evidence and rationale for this choice? (including EEF)	Timeline	Staff Lead	Resource Implication	Progress (Red, amber, green)	
Developmental visit (lesson observation) format captures information about PP children.	EEF research shows that “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”	Aut 2020	SLT	SLT monitor provision, providing bespoke support where appropriate. Developmental visits. Book looks. Data analysis. Learning Walks. CPD time. Resource purchases.	ADAPT	
CPD and targeted support are informed by developmental visit observations of PP children.			JKn		LESSON OBS	
Curriculum is developed to address needs of the local context.		Aut 2020	SLT		PROFORMA.	
Resources are purchased to support high-quality delivery.		Ongoing				
Targeted Booster Groups 1:1 Interventions Targeted in-class support for specific pupils	EEF research shows that “TAs support individual pupils or small groups, which on average show moderate positive benefits”	Aut 2020 Ongoing	SCI - SENCO SLT			
PP provision map identifies barriers to learning and is used to target support, including in-class.	Identification and provision mapping of barriers to learning will support social and emotional learning which EEF research shows “On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.”	Spr 2021	ABu SCI			
Ensure remote provision mirrors in-school through lesson design,	EEF remote learning for pupils EEF remote professional development	Spring 2021	SLT			

content and expectations (Catch Up Plan BARRIER C)	Poor attendance negatively impacts future attainment (DfE, 2016)				
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Priority 2

To increase the attendance for PP children by strengthening engagement with families.

Overall Success Criteria

Attendance of disadvantaged children to be in line with non-disadvantaged children, and for the school attendance to increase to at least the National average.
Reduction in persistent absenteeism for disadvantaged children, and for the school persistent absenteeism figure to reduce to at most the National average.
Improvement in punctuality for disadvantaged children.

Evaluating method for measuring progress against success criteria

Statistical analysis of attendance and punctuality measures.
Family Resource Worker and PP/Attendance lead work with families is more successful due to higher levels of engagement.
Monitoring including through classroom/assembly visits and pupil voice shows a higher profile of attendance, particularly good attendance.

Resource implication for priority 2 £900

Key Actions/ Approach	What is the evidence and rationale for this choice? (including EEF)	Timeline	Staff Lead	Resource Implication	Progress (Red, amber, green)
Raise awareness and profile of attendance through personalised half termly attendance letters.	Rogers & Feller, 2017 "Sending brief letters to parents comparing the attendance of their children to their peers, in order to correct their own attendance bias, has a positive impact."	Termly	ABu RBa Admin		
<u>Incentivise good attendance:</u> Termly 100% attendance certificates Termly 100% attendance prizes for families Termly 100% attendance badges for children Termly 98-99% attendance certificates Weekly 100% attendance rewards (stickers/dojos) Weekly Best Attendance class reward (non-uniform day)	DfE, 2015 "the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2"	Termly	ABu RBa Admin	£1500 ABu time Admin time RBa time	
<u>A graduated response created to manage poor attendance:</u>	USA IoES, 2017 "Any strategies employed to improve attendance	Monthly	ABu RBa		

Home visits Offers of support from school to help parents improve attendance Family Resource Worker intervention Attendance Improvement meeting Referrals to outside agencies where appropriate Penalty Notice Prosecution	are only really successful if they are supported by intensive and individualised support for the targeted students.”		Admin		
Review penalty notice/prosecution actions within attendance policy.		Aut 2020	ABu	ABu time	
Review admin systems and recruit dedicated Attendance School Business Administrator	This would add capacity to support with monitoring and administration for attendance improvement systems.	Aut 2020 onwards	ABu SPo		Was C.Br and now S.Mo taking on this role.

Priority 3					
To raise the expectations and aspirations of and for PP children.					
Overall Success Criteria					
All disadvantaged children can name a career that they would like in the future by the time they leave Year 6. Something about school culture -Teachers and children have the mindset that all children can achieve. Disadvantaged children achieve in line with non-disadvantaged children at all external data points.					
Evaluating method for measuring progress against success criteria					
Classroom visits Pupil voice interviews Learning environment monitoring Analysis of attainment and progress data for EYFS, KS1 and KS2.					
Resource implication for priority 3 £10,000					
Key Actions/ Approach	What is the evidence and rationale for this choice? (including EEF)	Timeline	Staff Lead	Resource Implication	Progress (Red, amber, green)
Organise a careers week to expose children to the potential range of future careers.	https://www.educationandemployers.org/drawing-the-future-report-published/	Sum 2021	JKn	Resource development	

Target disadvantaged pupils for participation in the musical performances at the Trust Awards ceremony.	Provides an opportunity for pupils with a passion for performance to go on stage in front of approx. 2500.	Sum 2021	JKn CBr FR-C	Transportation subsidy	
Pupil progress meetings prioritise and challenge PP outcomes.		Termly	All SLT	Data analysis. Developmental visits. Learning Walks. Book Looks. SLT time Teacher time	
Aspirational target setting for PP children.					
Specific monitoring timetable for PP.					
Performance Management include explicit targets for PP groups.		Aut 2020			
Develop a learning environment that reflects aspiration through high quality display and examples of work.	EEF research show that “Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students.”	Spr 2021	AB/MB/JKn	Maths & English leadership time to access support and plan next steps CPD cost Resource purchase Environment resources	
Develop mastery principles across all areas of the curriculum.		Spr 2021	JKn		
PP Champion to attend regular CPD and network meetings. PP Champion to deliver CPD and share good practice with staff.	Collaboration across schools increases the opportunity to improve approaches, learn and share with others.	Termly	JKn	DHT time T&D time	

Priority 4

To develop PP children’s oral language skills to ensure correct use of standard English with wider vocabulary which will narrow the vocabulary gap

Overall Success Criteria

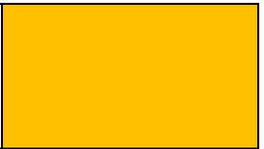
EYFS staff member to deliver NELI (Nuffield Early Language Intervention).
 Progression of vocabulary to mapped out across the curriculum by subject leaders.
 Pupils to be immersed in specific vocabulary through displays, working walls and resources.
 Pupils exposed to aspirational language through the wider curriculum e.g. picture news.
 Aspirational language being modelled and promoted consistently across the school.
 Pupil Voice and Learning Committee being developed in school.
 Evidence of improvement in spoken language is present in monitoring and classroom visits.
 Progress is made by children with SALT intervention.

Evaluating method for measuring progress against success criteria

Classroom visits
 Pupil voice interviews
 Pupil progress discussions
 Learning environment monitoring
 Analysis of attainment and progress data for EYFS, KS1 and KS2.

Resource implication for priority 4 £8000

Key Actions/ Approach	What is the evidence and rationale for this choice? (including EEF)	Timeline	Staff Lead	Resource Implication	Progress (Red, amber, green)
Plan core vocabulary across the curriculum, within long-term and medium-term plans.	EEF research shows that “Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension.”	Sum 2020	ABu/JKn	Teacher time CPD cost Transportation subsidy Resource purchase	Amber
Monitoring of vocabulary teaching focuses on disadvantaged children.		Spr 2021	JKn		
Vocabulary rich environment		Aut 2020	MBe		
Continue to access Derbyshire Speech and Language Therapy service to plan and monitor provision for children with poor speech. Speech and Language therapy		Aut 2020 Ongoing	SCI	SENCO to liaise and monitor when required TA time to deliver interventions	Green
Continue implementation of FFT Reading (including whole class reading teaching).	EEF research shows “Reading comprehension strategies, which	Ongoing	TDi	Teacher time CPD cost	Green

<p>Embed engaging and challenging core texts within the curriculum that include a wide range of aspirational vocabulary and cultural capital.</p>	<p>focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit"</p>	<p>Ongoing</p>	<p>ABu/MBe</p>	<p>HT time DHT time</p>	
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Priority 5					
To counteract pupils poverty of experience by providing wider experiences within and outside the school day for PP children.					
Overall Success Criteria					
<p>KS2 reading attainment maintains at least National as a result of children’s wider knowledge and understanding.</p> <p>Pupil voice discussions highlight how disadvantaged pupils are more able and confident to talk about their experiences outside of school.</p> <p>Monitoring, including book looks and classroom visits, evidence the use of wider experiences as a starting point or enhancement to learning within the classroom.</p> <p>Learning environments celebrate the experiences of pupils at PVA.</p>					
Evaluating method for measuring progress against success criteria					
<p>Classroom visits</p> <p>Pupil voice interviews</p> <p>Learning environment monitoring</p> <p>Analysis of attainment and progress data for EYFS, KS1 and KS2.</p>					
Resource implication for priority 5 £4000					
Key Actions/ Approach	What is the evidence and rationale for this choice? (including EEF)	Timeline	Staff Lead	Resource Implication	Progress (Red, amber, green)
Subsidised visits and experiences.	Increased exposure to different authentic experiences will support children in developing the cultural capital they need to succeed.	Aut 2020	ABu/JKn/SPO	SBM SLT monitor provision, providing bespoke support where appropriate. Developmental visits. Book looks. Data analysis. Learning Walks. CPD time. Resource purchase	No visits due to COVID.
Develop a ‘core entitlement’ for all children which addresses experiential barriers to learning.		Spr 2020	ABu		
Implement PVA curriculum which provides authentic experiences which meet the needs of disadvantage children.		Spr 2020	ABu/JKn SLT & MLT		
Develop list of wider opportunities to use as a signpost for families to improve key skills including citizenship, creativity, leadership and teamwork. (Based on Children’s University and Skills Builder framework)		Aut 2021	JKn		
Flexible resource fund for disadvantaged children/families.		Spr 2021	JKn/SPO		

Priority 6					
To support PP children with their well-being and social and emotional resilience, ultimately positively impacting on disadvantaged pupil's engagement in school.					
Overall Success Criteria					
Pupil voice will identify improvements in disadvantaged children's self-belief and ability to name support mechanisms, promoting resilience. ELSA and FRW evaluations will show an improvement in children's social-emotional health.					
Evaluating method for measuring progress against success criteria					
Monitoring of outcomes for disadvantaged pupils Pupil voice Boxall profiles ARA audits					
Resource implication for priority 6 £22,000					
Key Actions/ Approach	What is the evidence and rationale for this choice? (including EEF)	Timeline	Staff Lead	Resource Implication	Progress (Red, amber, green)
ELSA provision for targeted disadvantaged pupils to address social and emotional needs through packages of direct, collaborative work.	EEF research shows "SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment."	Aut 2020	SBa/SCI	ELSA time	Green
Targeted direct work by Family Resource Worker in 1:1 setting for disadvantaged learners.		Aut 2020	RBa/ABu/SCI	FRW time	Green
Counselling provision for children with needs that cannot be met through ELSA or FRW intervention.	Pupils with barriers to learning, involving low mental health, will have greater facility to access support.	Spr 2021	SPo SCI	Trained counsellor cost.	Red
Subscription to Educational Psychology service to provide advice and direct work facility for disadvantaged pupils with higher level need.		Aut 2020	SCI	Ed.Psych cost.	Green

