

School overview

School name	Purbrook Junior School
Pupils in school	384
Proportion of disadvantaged pupils	21% (81 pupils)
Pupil premium allocation this academic year	£100,595
Academic year or years covered by statement	2020 2021
Publish date	December 2020
Review date	January 2021
Statement authorised by	Craig Williams
Pupil premium lead	Donna Maxwell
Governor lead	Sue Evans

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Due to the COVID 19 pandemic – formal SATS testing did not take place, therefore these figures are not available.
Writing	
Maths	

Disadvantaged pupil performance overview for 2020

Measure	Percentages based on Teacher Assessments (Spring 2020)
Meeting expected standard at KS2 in Reading, Writing and Mathematics	59%
Achieving high standard at KS2 in Reading, Writing and Mathematics	18%
Meeting expected standard at KS2 in Reading	65%
Achieving high standard at KS2 in Reading	35%
Meeting expected standard at KS2 in writing (TA)	59%
Achieving high standard at KS2 in writing(TA)	29%
Meeting expected standard at KS2 in mathematics	59%
Achieving high standard at KS2 in mathematics	24%

The percentages identified above are based on robust and rigorous teacher assessment.

Key Priorities

Measure	Activity
Priority 1 - Every Child Counts Strategy	<p>Every Child Counts Strategy implemented across the school and understood by all relevant stake holders.</p> <p>The overarching aim of the Every Child Counts strategy is to build upon improvements so that outcomes for all pupils, including disadvantaged pupils, show year on year improving trend as evidenced through EKS2 outcomes and/or progress measures.</p> <p>Continued focus will be on improving progress and attainment in reading and maths for disadvantaged pupils.</p>
Priority 2 - Professional development – Teaching and learning	Professional development opportunities (such as School’s Partnership Programme through the Education Endowment Fund, Science of Learning project) and allocated time to build upon and strengthen subject leaders’ knowledge, skills and understanding of the curriculum so that teaching and learning is well matched to pupils’ needs.
Priority 3 – Covid 19 Pandemic	Reduce the impact of the COVID 19 pandemic on disadvantaged pupils educationally and on a personally through targeted support and intervention.
Barriers to learning these priorities address	Improving progress and attainment outcomes for disadvantaged pupils through a personalised approach to learning and an ambitious curriculum.
Projected spending	£117,685

Key Teaching and Learning Priorities

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 mathematics (0)	July 2021
Other	Improve attendance of disadvantaged pupils so that it at least matches PJS non disadvantaged pupils of 97%+	July 2021

Measure	Activity
Priority 1 Every Child Counts Strategy	Every Child Counts Strategy implemented by teachers at class and year group level. This will include tailored whole class approaches and individual personalisation and provision where appropriate and as outlined in class trackers.
Priority 2 Professional development – Teaching and learning	<p>Build upon the subject leader partnerships created through the School’s Partnership Programme. Creation of knowledge organisers in all subject areas.</p> <p>Subject Leaders to provide year groups with theme related language – particularly focussed on Tier 3 language acquisition.</p> <p>School involvement in the Science of Learning Project – INSET day (September) to introduce and filter to staff ready for implementation.</p>
Priority 3 Covid 19 Pandemic	Recovery curriculum in place and understood by all with a clear focus of catching up- as quickly as possible. Regular reviews of

	learning through ECC strategy which will include an opportunity to reflect and respond to the varied and emerging needs of the whole child and the impact of COVID 19.
Projected spending	£37,452

Key academic support for this academic year

Measure	Activity
Priority 1,2 and 3 through the Every Child Counts Strategy	Every Child Counts Strategy: Class trackers and provision maps in place. Individual targeted provision for pupils – based on the individual needs of the child/ class and cohort. This includes provision such as pre-reading for vocabulary familiarisation, additional maths sessions to build upon prior knowledge, transition support, 1:1 release time for feedback opportunities etc...
Barriers to learning these priorities address	Provide additional opportunities for pupils to secure and extend their knowledge and understanding through targeted support in small group and one to one settings.
Projected spending	£ 55,612

Key pastoral support for this academic year

Measure	Activity
Priority 1 and 3 Every Child Counts Strategy and COVID 19	Full time ELSA in place as of September 2020.(50% funded through PPG) Permanent HSLW in place as of September 2020 (50% funded through PPG) HSLW continues to be in place (33% funded through PPG)
Wider Opportunities/provision	Provision of after school care club to enable parents to work/maintain employment, music lessons, school trips funding support, sports clubs, uniform etc.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils. Providing wider opportunities for pupils – cultural capital. Engaging parents in becoming true partners in their child’s education.
Projected spending	£24,612

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching and Learning	To ensure that there is a shared understanding of the Every Child Counts Strategy. Appropriate time is given to ensure its implementation is effective. To ensure that teacher subject knowledge and understanding is strong across the curriculum so that outcomes improve.	Use of INSET days, staff meeting time. Accountability at all levels to flag any issues and address any concerns which may affect the quality of teaching and learning.
Academic Support	Ensuring that the provision outlined in the year group and class trackers take place and are true to intent.	Every Child Count Team and Year leaders to monitor provision as outlined in year group and class trackers. Half termly check ups with year leaders in place at the Every Child Counts Review

		<p>Meetings.</p> <p>Feedback given to staff alongside action points.</p> <p>Evaluation of impact to take place as regular points to evaluate impact of ECC strategy.</p>
Pastoral Support	<p>Ensuring that the provision outlined in the year group and class trackers take place and are true to intent.</p> <p>Identification of needs identified and addressed appropriately.</p>	<p>Weekly Pastoral Meetings</p> <p>Improved Attendance</p> <p>Improved wellbeing and readiness to learn</p>

Review: last year's aims and outcomes

Due to the COVID 19 Pandemic, schools were closed from March 2020 to the vast majority of pupils. Essential worker children and those most vulnerable were able to continue to attend. Therefore, the complete cycle of the Pupil Premium Strategy did not take place.

Every Child Counts Strategy

The Every Child Counts Strategy was introduced and adopted by staff. This framework provided an even sharper focus on those who are disadvantaged both academically and pastorally. It also provided the opportunity for a periodic step back to evaluate the impact of strategies and interventions in place. Year leaders welcomed the opportunity have greater ownership over the provision of the disadvantaged pupils across the year group. The monitoring which was conducted by the year leader and Pupil Premium Leader enabled Year Leaders to continue to hold their team to account, ensuring what has been put in to place happens consistently across all classes. Teachers within year groups also welcomed the opportunity to talk about the children in their classes with a team in order to unpick strategies, techniques and adaptations which could enhance learning further.

End of Key Stage 2 Teacher assessment data would suggest;

ARE and above

- Reading: 65% - Match PJS 2019 outcomes
- Writing: 59% - lower than PJS 2019 outcomes
- Maths: 59% lower than PJS 2019 outcomes
- Reading, writing and maths combined 59% - exceed PJS 2019 outcomes

Greater Depth

- Reading: 35% - exceed PJS 2019 outcomes
- Writing: 30% - exceed PJS 2019 outcomes
- Maths: 27% - exceed PJS 2019 outcomes
- Reading, writing and maths combined 21% - exceed PJS 2019 outcomes

Year 3

EKS1 data shows that the attainment gaps between disadvantaged pupils and non-disadvantaged pupils is wide. Attainment of disadvantaged pupils is low on entry.

Spring 2020 TA data shows that average progress rates for disadvantaged pupils are stronger than non-disadvantaged pupils.

At ARE and above attainment matches EKS1 in reading and writing. Outcomes exceed EKS1 data in maths and RWM combined.

Year 4

EKS1 data shows that there is an attainment gap between disadvantaged pupils and non-disadvantaged pupils. This is most noticeable in reading and maths.

Spring 2020 TA data shows that average progress rates for disadvantaged pupils are slightly stronger than non-disadvantaged pupils.

At ARE and above outcomes match EKS1 outcomes in writing. There is some variation in reading and maths and this in turn has an impact on RWM combined.

Year 5

EKS1 data shows that the attainment gaps between disadvantaged pupils and non-disadvantaged pupils are very wide in reading, writing and maths.

Attainment of disadvantaged pupils is low on entry.

Cumulative progress rates since the EKS1 indicate that progress for disadvantaged pupils is slightly stronger than non-disadvantaged pupils. Progress in year to Spring 2020 TA data shows progress rates are broadly similar for disadvantaged and non-disadvantaged pupils, however, outcomes continue to be very low.

Outcomes match EKS1 data in RWM combined.

Greater Depth Year 3 – Year 5.

Teacher Assessment Data (Spring 2020) would suggest that GD outcomes in all year groups exceed End of Key Stage 1 outcomes in reading, writing, maths and RWM combined with the exception of writing in Year 3 and Year 5.

Feedback and Marking

Teaching staff have fully adopted the marking and feedback policy. This has been monitored and has shown to have had an impact – particularly where pupils have had 1:1 conferencing time with their class teacher as outlined in the ECC strategy documentation.

Attendance

The attendance of disadvantaged pupils in 2019 2020 was 95.4%. There continue to be some slight variation between the attendance of disadvantaged pupils and non-disadvantaged pupils. The attendance of disadvantaged Year 5 pupils in 2020 improved significantly from 95.3% in Year 4 to 97% in Year 5. Improving attendance of disadvantaged pupils will continue to be a focus moving in to 2020- 2021 so that it at least matches non disadvantaged pupils.